THE GOVERNMENT GENERAL OF CHOSEN
DEPARTMENT OF INTERNAL AFFAIRS
BUREAU OF EDUCATION

MANUAL OF EDUCATION
OF
KOREANS

SEOUL
PUBLISHED BY AUTHORITY
THE SECOND YEAR OF TAISHO
(1913)

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PREFACE.

This pamphlet gives the outline of the history and present condition of the education of Koreans.

The statements and statistics given in this pamphlet are those for the end of 1912. The figures showing the number of schools existing and that showing the condition of distribution of text books are those for May of this year.

THE GOVERNMENT-GENERAL
OF CHOSEN.

June, 1913.

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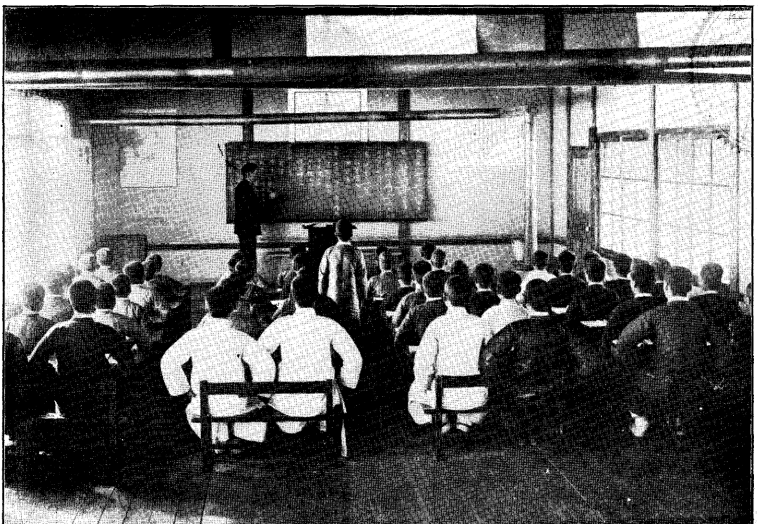
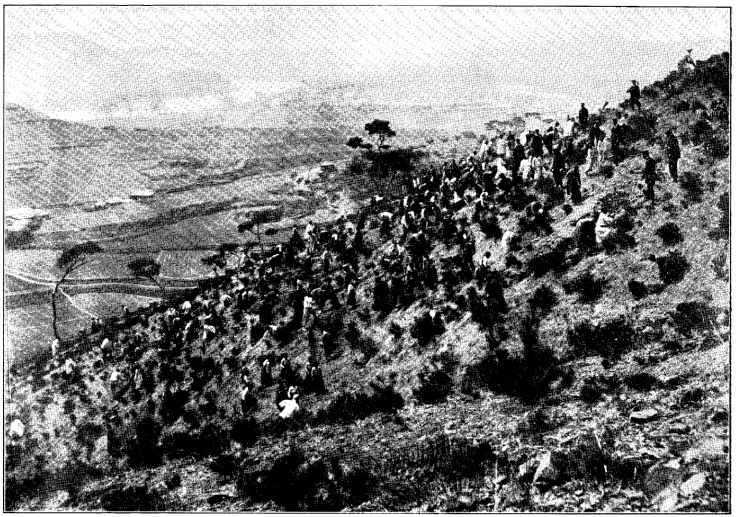
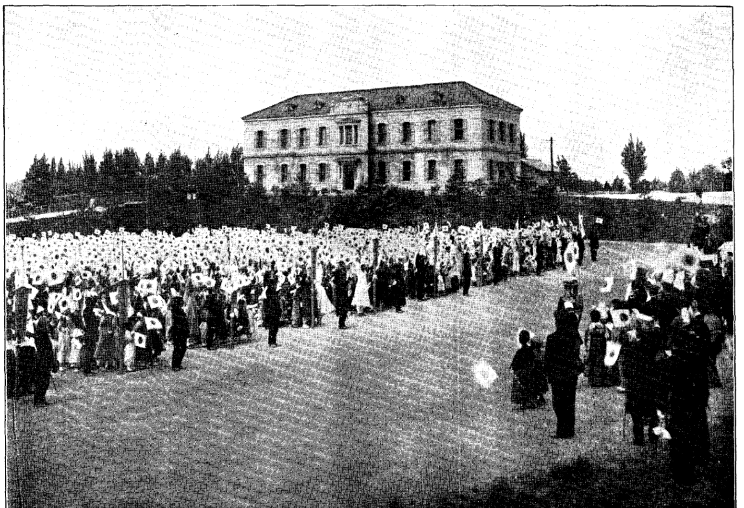


Class room in a Public Common School, Seoul.



Teachers and pupils of a Public Common School planting trees on the memorial day for encouragement of afforestation.

Rice-plantation by teachers and pupils of
Public Agricultural School.



Boys and girls of the Public Common Schools in Seoul, invited to the Garden Party held by the Governor General on May 25th, 1912.

CHAPTER I.

BRIEF HISTORY OF THE EDUCATION OF KOREANS.

The educational policy as pursued by the Korean Government under the guidance of the Residency General laid the greatest stress on the spread of common education. Next to it industrial education was encouraged. Normal education, higher common education as well as special education along certain lines were also taken in hand. Thus in 1906 when the former educational system was thoroughly reformed, Ordinances as well as Detailed Regulations for the establishment of Common School, Normal School, Higher School, Foreign Language School, Girls' Higher School and Industrial School were issued, as was also subsequently the Ordinance for Private Schools. By virtue of this reform, Government and Public Common Schools were founded one after another in Seoul and other provincial capitals and important centres. In Seoul a school for the study of Chinese classics, Law School, Normal School, Higher School, Foreign Language School and Girls' Higher School were established at Government expense and in Pyengyang a Government Girls' Higher School, while at Fusan, Chemulpo and a few other places of importance, Public Industrial Schools were founded. All these institutions were extended and improved year after year, gradually gaining in popularity and winning the confidence of the Korean public. In this way, the education of Koreans was carried on until the time of the Annexation. It may be added that all the schools above referred to were under the control of the Educational Department of the former Korean Government. Besides them there existed an Agricultural and Dendrological School at Suwon, a Medical School attached to the Taihan

Hospital in Seoul and a Technical Training Station in Seoul, all being well equipped and giving good results.

The following table shows in outline the condition of educational work as carried on by the Educational Department of the former Korean Government since reform was introduced into the educational system in 1906 until the annexation in 1910 :—

Description of School	1906	1907	1908	1909	1910
Common School..	Government 9 Public 13	9 41	9 89	9 92	1 100
Law School	Government 1	1	1	1	1
Normal School ...	Government 1	1	1	1	1
Higher School ...	Government 1	1	2	2	2
Foreign Language School	Government 7	7	3	1	1
Girls' Higher School				Government 1	1
Industrial School.				Government 1 Public 3	1 14
Supplementary Industrial School.....					Public 4

REMARKS :—

Private Schools are not mentioned in the above table. Also Public Common Schools of minor class are excluded, though Common Schools subsidized by the Government by special appointment are included under the head of Common Schools.

When Korea was annexed by Japan in August, 1910, Count Terauchi, the Resident-General at that time, issued a proclamation to the Korean people giving in outline the policy of the new regime. In it, His Excellency said with regard to education :—

"The object of education is to promote the intellect of young people and enhance their moral character, so that they

may become able to govern themselves and their homes. But hitherto many young men of this country have been led by the erroneous methods of education pursued to dislike work and indulge in useless and empty talk. In future attention should be paid to the removal of this evil as well as to instilling in the minds of young men the detestation of idleness and the love of real work, thrift and diligence."

The essential aim of the education of Koreans will be clearly seen from the above quotation. It may be said by the way that though in October of the same year Organic Regulations for the Government-General of Chosen were issued resulting in a thorough reform of all the administrative organs and the inauguration of a new order of things, little was done with regard to the educational system for the time being. This was in consideration of the educational system being a question of the first importance requiring a most thorough and careful investigation, so that it might be amended in such a way as would suit the requirements of times to come. For this reason, its reform was not undertaken at once, but the old system allowed to remain in force, it being decided that it should be amended according to the needs of the times.

The annexation of Korea by Japan was carried out amidst profound peace and good order, and no hitch whatever was encountered by the authorities in enforcing their administrative measures. As a matter of fact, on the occasion of the annexation, the trend of the Korean popular mind *vis-a-vis* the new regime was very closely watched by many people at home and abroad. With regard to the popular idea concerning the educational policy to be pursued by the new regime especially, many entertained grave misgivings, as it directly concerned the minds of the Korean people. Happily little or no adverse effect was witnessed on account of the inauguration of the new regime in the condition of Public Common Schools in the interior and the authorities concerned were able to pursue their work steadily in all these schools. The following table shows

the conditions in Government and public schools just prior to and after the annexation :—

School	No. of School	No. of Students Prior to and After Annexation		
		July (prior)	September (When it was carried out)	December (after)
Law School (in Seoul)..	1	154	183	154
Government Hansong Normal School (in Seoul)	1	280	252	251
Government Hansong Higher School (in Seoul)	1	275	217	183
Government Pyeng-yang Higher School.	1	117	126	72
Government Hansong Foreign Language School (in Seoul).....	1	471	446	344
Government Hansong Girls' Higher School.	1	212	213	185
Total	6	1,509	1,437	1,189
Government Common School	1	262	250	230
Public Common School	100	16,386	15,794	15,116
Total	101	16,648	16,044	15,346
Grand total	107	18,157	16,294	15,576

REMARKS :—

The Government Common School was one attached to the Normal School.

Fifty-nine Common Schools subsidized by the Government by special appointment are included in Common Schools mentioned in the above table.

The Annexation took place in August, 1910. The schools, however, were then closed for the summer vacation, so that the number of students for that time is represented by the number at the end of September.

After the annexation, while on the one hand the investigation and study of educational systems was carried out, on the other the completion of equipments of various educational organs was undertaken. Of these the most notable advance was made in the extension and increase of Public Common Schools. On the occasion of the annexation, H. M. the late Emperor of Japan gave to the people of Chosen more than seventeen million *yen* to be used as a fund for giving work to Koreans and promoting education as well as for relieving sufferers in time of famine and other disasters and extending help to the aged poor and other helpless people. It was decided that three-tenths of the interest on the fund should be devoted to the promotion of education, particularly common education. So steps were at once taken in consultation with the provincial authorities for increasing Public Common Schools by using the money referred to as a nucleus fund adding thereto subsidies from the State Treasuries and local revenues as well as incomes from properties belonging to defunct village schools. In this way, in 1911, one hundred and thirty-four new Public Common Schools were established, making the total number of the schools 223 throughout Chosen.

In the meantime a new educational system was carefully prepared and in August, 1911, the Chosen Educational Ordinance was promulgated, followed by the promulgation in October of various laws and regulations thereanent. All these were put in force on November 1. On the occasion of the promulgation of the Educational Ordinance, Count Terauchi, the Governor-General, specially issued a proclamation and instruction in order that the spirit of the law might be thoroughly understood by the people at large and no error be committed by the authorities concerned in carrying it out. The establishment, reform or abolition of various educational organs, appointments of officials and other measures taken in accordance with the new Ordinance were carried out without a hitch. In short, educational work has been making steady progress. In 1912,

one hundred and seven more Public Common Schools were established. At the present time (May, 1913) Chosen has four Government Schools, consisting of one Special School, two Higher Common Schools, one Girls' Higher Common School, as well as sixteen Public Industrial Schools, fifty Elementary Public Industrial Schools and three hundred and sixty-three Public Common Schools. The trend of the popular mind towards all these institutions is excellent. The number of students attending them has been increasing steadily everywhere, and their moral influence in bettering the spiritual condition of the people is great. Altogether the general result of the educational work is excellent.

CHAPTER II.

ADMINISTRATIVE ORGAN CONCERNING EDUCATION.

Under the former Korean Government, educational administration was attended to by a Department equal in importance to other Departments of State. When the Government-General was established, however, the Educational Department was abolished and an Educational Bureau was established instead. The Government-General is composed of the Governor-General's Secretariate and four Departments of Internal Affairs, Finance, Justice and Agriculture, Commerce and Industry. The Internal Affairs Department contains Local and Educational Bureaus, educational administration being dealt with by the last mentioned Bureau. The Educational Bureau contains Educational Affairs and Compilation Sections. The former Section looks after affairs concerning education, science and art, teachers, schools, kindergartens and libraries, while the latter takes in hand the compilation, publication and distribution of school text-books and people's calendar. Besides, a School Inspector and a number of Assistant School Inspectors directly under the Director of the Educational Bureau, are charged with the duty of guiding and superintending schools.

In local offices there are also provided organs for educational administration. To be particular, a Provincial Office has a Department of Internal Affairs. Educational officials serve in the Department and deal with general educational affairs under the direction of the Provincial Governor. In Prefectural and District Offices, officials charged with the despatch of educational affairs are in service. In this way a thorough educational administrative organ has been set up.

CHAPTER III.

PRESENT EDUCATIONAL SYSTEM IN CHOSEN.

I. Gist of Chosen Educational Ordinance.

After a thorough and careful investigation and study since the annexation, the educational system of Chosen was adopted and as mentioned in the above in August, 1911 the Chosen Educational Ordinance was enacted and promulgated by Imperial Ordinance No. 229, followed by the promulgation in October of the same year of Regulations for Common Schools, Higher Common Schools, Girls' Higher Common Schools, Industrial Schools and Private Schools, as well as of various laws and regulations concerning official organizations of schools and other educational subjects. All these laws and regulations were enforced on November 1. of the same year.

The general plan of the Chosen Educational Ordinance is shown in the following seven articles of Chapter I of the Ordinance: —

Art. I. Education for Koreans in Chosen shall be given in accordance with this ordinance.

Art. II. The essential principle of education in Chosen shall be the making of loyal and good subjects by giving instruction on the basis of the Imperial Rescript concerning Education.

Art. III. Education in Chosen shall be adapted to the need of the times and the condition of the people.

Art. IV. Education in Chosen is roughly classified into three kinds, i.e. common, industrial and special education.

Art. V. Common education shall aim at imparting common knowledge and art, special attention being paid to the

engendering of national characteristics and the spread of the national language.

Art. VI. Industrial education shall aim at imparting knowledge and art concerning agriculture, commerce, technical industry and so forth.

Art. VII. Special education shall aim at imparting knowledge and art of higher branches of science and art.

The general plan of the new educational system in Chosen is as above. In short, the essential principle of education in Chosen is the making of loyal and good subjects by giving such instruction on the basis of the Imperial Rescript concerning Education as will meet the need of the times and the condition of the people. For this reason, one of the principal objects of the new educational system is to engender national characteristics and spread the knowledge of the national language (Japanese), as well as to impart knowledge and art indispensable to practical daily life. It is also one of the principal objects of the system to simplify the connection of schools and their standard so as to meet the conditions of the people. All this is the policy pursued in fixing the status of schools regardless of their nature. In the present condition of Chosen, there is no necessity whatever that the organization of schools should be made complex, their terms made long and instruction given in various and manifold subjects. So, in adopting the new educational system, special care was taken to simplify the organization and connection of schools, to avoid the evils of classified education and to shortening school terms. Particularly was special attention paid with regard to the subjects to be taught to make the instruction given practical, so that what has been learned in school may be immediately utilized in actual life and estrangement from the actual need of the times be avoided.

On the occasion of the enforcement of the Chosen Educational Ordinance, the Governor-General of Chosen specially issued a proclamation with the view to defining the essence of his educational policy as well as that of the work to be carried

out, so that the people in general might see the guiding spirit. The proclamation ran :—

When I, at Imperial command, assumed the direction of the government of Chosen last year, I began with the publication of the outlines of the administrative policy. I then gave instructions on the principle of education to be pursued. Now that the Educational Ordinance for Chosen has been promulgated and is to be enforced, I deem it necessary to elucidate once more the policy for education and the essential points of provisions thereanent, that they may be full understood.

The fundamental principle of the education of the Empire is clearly set forth in the Educational Rescript granted many years ago by His Imperial Majesty. It stands unalterable in view of our State system and of our national history. The principle of education in Chosen too is found therein.

Conditions in Chosen, it seems to me, are not yet wholly identical with the state of affairs in Japan. Thus it behoves education in Chosen to devote its energy particularly to the cultivation of moral character and thorough propagation of the national language and thereby inculcate the quality and character becoming a loyal subject of the Empire. If, on the contrary, it suffers empty speculation to be preferred to practical action, diligence give way to indolence, and unstable and dissolute habits to supersede the beautiful virtues of decency and probity, then the proper object of education will not only be lost, but the personal careers of many will be spoilt and indirectly much damage done to the State. In enforcing education, therefore, all endeavour shall be made to secure the best fruits by adapting it to the times and to the standard of popular civilization.

Education in Chosen is roughly divided into three kinds, namely common, industrial and special education. The proper object of common education rests in that children shall be taught in the national language, moral virtues inculcated, the acquisition of a personal character suitable to a member of our nation,

and additionally to give such knowledge and art as are essential for the gaining of a livelihood. In the education of girls, special care shall be taken in nursing the virtues of chastity, fidelity and goodness. The industrial education shall have as its aim not only the training in knowledge and art required in the branches of industry concerned, but also undertake to accustom pupils to the habit of diligence. The special education is intended for the turning out of men proficient in the higher knowledge and art required in the various professions. It scarcely need be stated that education by private schools ought to be undertaken in accordance with the Law and Ordinance of the State and not be permitted to deviate from the fundamental principle underlying the Empire's educational policy. Freedom of religion is assured to each and all. But as the educational administration of the Empire maintains, and has maintained from early times, the principle that the education of the people shall stand independent of religion, all Government and Public schools and those schools whose curriculum is fixed by the Law and Ordinance of the Empire cannot be allowed to enforce religious education or conduct any religious ceremonies. The functionaries concerned ought always to bear in mind the statement in the Proclamation and beware of being led into a wrong ocurse.

The welfare of Chosen incidental to the prosperity of the Empire must depend upon the education of later generations. The people in Chosen, therefore, should be made to perceive this fact and induced to educate their sons and daughters according to their means and status and thus place the latter on the high road to worthy and useful careers. In this way, I hope, the people in Chosen will be able to enjoy the blessings of the highly benevolent reign of his August Majesty, lead happy family life, contribute to the advancement of general civilization and discharge their duties as citizens of the Empire.

The above proclamation by the Governor-General clearly indicates the principle of the Chosen Educational Ordinance,

showing the course along which education should be conducted in the peninsula. The following extracts from a lecture delivered by Mr. Sekiya, Director of the Educational Bureau, on the occasion of the enforcement of the Ordinance further explains its spirit :—

"The Chosen Educational Ordinance has made explicit the principle of, and course to be taken in the education of Koreans and left no room for the general public to entertain doubt concerning it. In other words, it has shown that the course to be pursued in the education of Koreans is to bring up good and loyal people in accordance with the purport of the Imperial Rescript concerning Education, aiming at giving such instruction as will meet the need of the times and the condition of the people. It need scarcely be said that the Imperial Rescript concerning Education defines the fundamental and infallible principle of education, showing the basis on which education in the Empire should stand. By giving this message, granted to the people of Japan, also to the people of Korea, His Majesty was pleased to declare that the education of Koreans should be similar in principle to that of Japanese. From this it is clear that His Majesty regards his new subjects in Chosen in the same light as Japanese. Charged with the administration of educational affairs in Chosen, as we are, we must do our best to respond to the Imperial wish by endeavouring to make of Koreans His Majesty's good and loyal subjects.

"Next to this, the chief object of the Chosen Educational Ordinance is the giving of such education as will meet the need of the times and the condition of the people. It goes without saying that by "the need of the times and the condition of the people" those of a certain given time under certain given circumstances are meant, and as such these will have to undergo changes according to changes of the times and of the condition of the people. In short, education must keep pace with the progress of the times. It follows that the carrying out of old-fashioned and conservative education is inconsistent with the

making of a progressive people. At the same time, however, education must meet the condition of the people. It will not do to give too lofty and unpractical an education, for such education will make students unfit for practical business and make them useless and unemployed men. It appears to me that in the educational field of Chosen there have existed two tendencies irreconcilably opposed to each other. The one is conservative and the other radical. Education such as is given in old fashioned village schools, where only the reading of Chinese classics is taught and no practical knowledge for daily use is given, comes under the former category. On the other hand, such education as is carried on in certain private schools, giving instruction in high sounding branches of knowledge with some very complicated curriculum and requiring long years to complete, belongs to the latter category. These two educational tendencies, in my opinion, should be gravely pondered by all those interested in the education of Koreans and wish well for their rising generation. The aim of the Chosen Educational Ordinance is to remove such evil and give Koreans education suited to their condition, so that their incomes may be increased and their welfare promoted. Accordingly, even at the risk of courting adverse criticisms by people holding mistaken ideas concerning education, the Government-General does not intend to carry on such education as is superficially fine, complete in form and system, but at variance with the need of the times and the condition of the people. To explain further by an illustration, it is unpardonable for a step-mother to treat her step-children cruelly, but she would be neglecting her duty as a mother were she afraid of the criticisms of her neighbours and acquaintances, to leave them to do as they please and neglect to train and discipline them in a right way. She should at times reprimand and punish them should they err in their conduct. With regard to the education of Koreans, the Government-General of course does not intend to take the attitude of an unfeeling step-mother ill-treating her

step-children, but at the same time does not contemplate following the example of a weak step-mother, who, afraid of criticism, spoils her step-children. It is the intention and hope of the Government-General to guide the Koreans with the true love and sincerity of a wise parent, so that their welfare may be promoted and they may achieve a vigorous and healthy development.

"The above remark shows the spirit and principle of the Chosen Educational Ordinance. It is to be earnestly hoped that all schools in Chosen, Government or private, will give education in accordance with it and bring up good and loyal citizens, while on the part of officials concerned in education, it is desired that they will exert themselves to the utmost in order to help them achieve success. Education is really the fundamental factor in determining the fate of a State. If error is committed in carrying it out, its evil effect will not be easily eradicated. Those interested in the educational work in Chosen should seriously consider the shortcoming of education existent for long in this peninsula and loving the Korean people and considering their future welfare should fulfil their duty with sincerity and earnestness."

Further an instruction given in August, 1911, by Mr. I. Yamagata, Administrative Superintendent of Chosen, to an assembly of Japanese head-teachers of Common Schools for Korean children will serve to show the main idea of the authorities concerning not only primary education but general education of Koreans. It ran in effect as follows:—

"Koreans are the beloved subjects of His Majesty the Emperor of Japan. It goes without saying, then, that the education of Koreans must have the same and common object as the education of Japanese, the object being to turn them out good and loyal subjects of His Majesty. Your attention is earnestly called to the fact that in carrying out the education of a people whose history and customs are different from ours, special care is needed, and the attempt to obtain results hastily,

greatly to be avoided. Since you will engage in the education of Koreans, I hope you will endeavour to make yourselves familiar with the conditions and customs of the localities to which you will be assigned and should you find any good and commendable customs among them, I hope you will esteem them and teach the people to preserve them; but with regard to bad and harmful customs it behoves you to put forth efforts to root them out gradually. You must also treat your pupils with love and kindness as well as become good friends of their parents and elders. You must place yourselves in the position of the father of those school children and the teacher of the local people. By thus devoting yourselves to the cause of the education of Koreans, I hope your efforts will at last be rewarded by the satisfaction of seeing education in your localities quite improved and innovated.

"The most urgent step to be taken with regard to present-day Chosen is to relieve the people from the poverty in which they find themselves deeply involved and give them the means of a respectable livelihood. Under the circumstances, the education of Korean children must have, as its main aim, the stamping out of idle and frivolous customs, hitherto existent among Koreans, and replacing such with healthy and industrial habits, so that an industrious and steady people with healthy ideas may be brought up. I hope you will not forget that your duty is to turn out young men with ability to meet the requirements of the present world, and to do this, you must pay special attention to the trend of the times and the real condition of the people.

"With regard to education in Chosen, the Chosen Educational Ordinance has just been promulgated and the work is about to be steadily carried out. But things are still in their infancy with regard to the educational affairs of the peninsula and this makes your responsibilities heavy. Do not be hasty in forcing results; endeavour to carry out your duties with the utmost patience and perseverance."

II. Outline of the Educational System.

Three kinds of education have been provided in the new educational system for Chosen, these being common, industrial and special. Common education concerns the education of Korean children in general, having as its aim not only the development of their intellect and ability, but also the fostering of national characteristics as well as the spread of the national language (Japanese) among them. For this purpose, Common Schools, Higher Common Schools and Girls' Higher Common Schools are established. With regard to the training of teachers for these schools, in view of educational and economical convenience, no independent school is established, but a normal course and a rapid course for training teachers are instituted in Government Higher Common Schools and Government Girls' Higher Common Schools, in which the teachers are trained. For the time being, however, on account of the urgent need of having a number of trained teachers, a temporary school for training teachers is established in the Government Higher Common School in Seoul. Industrial education means the education to be given to those desiring to engage in agriculture, commerce, technical industry and so forth. It is designed to give simple and practical knowledge and art, so that the pupils studying in them may apply their knowledge immediately to practical use. For this purpose, Agricultural, Commercial, Technical and Elementary Industrial Schools are established. Special education aims at giving knowledge and art in higher subjects and at bringing up efficient specialists. It is intended that in order to attain this object, special schools teaching law, economy, medicine, commerce, agriculture, technical industry and so forth shall be established. Such schools, however, will be established when the spread of common education has been attained and the condition of the people has so far advanced as to require them. For the present, no properly established special schools are in existence, though the Seoul Special School

and the Medical School attached to the Government-General Hospital in Seoul may from their nature and actual equipments, be regarded as such.

III. Institution of Educational Organs.

Following the enforcement of the new educational system on November 1, 1911, educational organs hitherto in existence were either reformed or abolished. As already said, the educational system in vogue prior to annexation was left intact for some time even after that great event, lest any sudden change in it might cause popular uneasiness. As, however, it was instituted by the former Korean Government, there was of course great necessity to reform it in order to suit it to the new condition which was ushered in with the annexation.

This reform was not hastily undertaken, but effected with deliberation and care so as to meet the requirements of the times and the condition of the people.

In the old educational system, common education was made the basis, the best effort having been put forth to spread it among the people. Next to it, industrial education was encouraged and some special education was also given. As educational organs each province had public Common Schools and Industrial Schools, while in Seoul there were in existence the Song Kiun Kwan or a school for the study of Chinese classics, a Law School, a Normal School, a Foreign Language School and a Girls' Higher School, also established by the Government, and in Pyengyang a High School, also established by the Government. In the new educational system Common Schools, though retaining the same name as before, were reformed in their essential aim as well as in their curriculum and great efforts have been put forth to complete and increase their institution. As organs for giving higher common education, Higher Common Schools and Girls' Higher Common Schools were established in place of the old Hansong (Seoul) High

School, Pyengyang High School and Hansong (Seoul) Girls' High School. The Law School was abolished and the Seoul Special School established instead. As for the Foreign Language School, in view of the small necessity there was for its special establishment in the present condition of the people, it was abolished and its students were transferred to the Seoul Higher Common School. The Hansong (Seoul) Normal School was also abolished and in its place a rapid course for training teachers was instituted in the Higher Common Schools at Seoul and Pyengyang and a Temporary Institute for Training Teachers was also established as an affiliated institution to the Seoul Higher Common School. Industrial Schools were retained and improvements introduced and as regards former supplementary industrial schools, their affiliation to Public Common Schools and other schools after being converted into elementary industrial schools was encouraged. Finally the old Song Kiun Kwan was abolished along with the institution of the Keigaku In in September, 1911, and ceased to exist as a school, but the study of Chinese classics and Confucianism is continued by the Keigaku In with a view to helping the moral advancement of the people in general.

CHAPTER IV.

COMMON EDUCATION.

I. Common Schools.

HISTORY OF COMMON SCHOOLS.

The first ordinance ever promulgated in Korea with regard to primary education opening the way for the establishment of primary schools was one issued in 1897. It was modelled in general after the same ordinance of Japan and though it looked very fine in form it did not suit the condition of the people of that time. Many schools established in different provinces by virtue of the ordinance either by the Government or by the public were scarcely any better in their usefulness and equipment than the old-fashioned village schools. In consequence, when, in 1905, the Korean Government reformed its educational system, it paid its greatest attention to the reform of primary education and undertook the work before all others. In consideration of the financial state of the Government as well as of the condition of the people, it was impossible to make primary education compulsory. So with a view to improving the tendency of general education by showing model schools, in which standard education should be given, the Government promulgated in August of the same year an Ordinance concerning Common Schools and Regulations for enforcing it, and in the course of the same year established a Government Common School in Seoul and caused the establishment of a Public Common School in each provincial capital. New schools were established year after year, until in 1909 there were nine Government and fifty-one Common Schools throughout Chosen. In all these schools the Principals were Koreans, but the Head-

masters were Japanese, who assisted the Korean Principals in the training of pupils and management of the schools. As for the expenses of these schools, in the Government schools all the expenses were defrayed by the State Treasury, while in the public schools, though their expenses were to be borne by provinces, prefectures and districts having these schools, owing to lack of funds, the expenses needed for their establishment, salaries and travelling expenses of faculties, and all the other expenses were nearly all met by the Treasury.

As just said, as the management of Public Common Schools was almost entirely conducted at Government expense, an increased establishment of these schools was very difficult on account of financial stress. So the former Korean Government formed a plan in 1909 for spreading common education among the Koreans. The plan referred to was to subsidize Public Common Schools of inferior class and private schools existing in suitable places and having fairly good equipments as well as means of maintenance and let those schools perform the function of Common Schools. The subsidies given to such schools were paid as salaries to Japanese and Korean teachers appointed by the Educational Department, one each to each school. As for the other expenses of the schools, these were left to be defrayed by the schools. In short, the institution of Common Schools was advanced in this way until the time of the annexation.

PRINCIPLE OF COMMON SCHOOL EDUCATION.

The principle of education carried out by Common Schools is defined by the Chosen Educational Ordinance and the curriculum, organization and so forth are fixed by Regulations concerning Common Schools. An instruction issued by the Government-General concerning the enforcement of the Chosen Educational Ordinance gives clear explanation, among other

things, of the principle of Common School education. The following are extracts from it :—

" A Common School is an institution in which primary education is given. Paying attention to the proper development of the bodies of children, it shall aim at teaching the national language and giving moral education to them, so that national characteristics may be cultivated and at imparting common knowledge and art necessary for daily life.

" The period of study for a Common School shall be four years, but it may be shortened to three years in consideration of local conditions. Children eligible for admission to a Common School shall be not less than eight years of age.

" In order to attain its principal aim a Common School shall lay special stress on the teaching of reading, writing and arithmetic. Morals, the national language, Korean language and Chinese literature and arithmetic shall be subjects of study necessarily taught. In consideration of local conditions, however, science, singing, physical exercises, drawing, manual work, sewing and handicraft, elementary agriculture and commerce may be dispensed with for the time being. Of all these the national language, being not only necessary for the cultivation of national characteristics but indispensable for imparting knowledge and art necessary for daily life, shall be taught with a view to making its knowledge helpful to daily life, taking material indiscriminately from such subjects as morals, history, geography, science, industry household affairs and so forth. Science may be dispensed with for the time being in consideration of local conditions, but it should be taught as far as circumstances permit and children should be made to understand how to apply practically their knowledge of it for the advancement of their own as well as for the public interests. As for drawing, manual work, sewing and handicraft, elementary agriculture and so forth, these should be taught correspondingly to the natural propensities of boys and girls with a view to enabling them to acquire useful ability and art as well

as the love of work and the habit of diligence. In a school in which agriculture is taught, practical lessons in the art of agriculture should be given by utilizing lands belonging to the school. In case manual work is taught material produced in the locality should be chosen and the pupils be taught how to use it to advantage, thereby adapting its teaching to practical daily life. With regard to drawing and other subjects of study referred to above the number of hours allotted to them is not fixed. This should be understood as coming from the desire to give schools the liberty to fix them properly and effectively in compliance with the needs of local conditions.

"In short a Common School is not necessarily an institution in which preparatory education for a higher school is given. It is an institution aiming at giving such education as will immediately help the cultivation of moral character and the pursuit of daily life. For this reason, those concerned, especially teachers, should not be content with teaching what is given in text books, but should endeavour to attain the aforesaid aim in its fullness by remembering the rules for teaching and carrying them out in an effective way."

The above extract gives the fundamental principle of the education in Common Schools. As compared with the principle laid out for Common Schools in the educational system of the former Korean Government, it differs in that it defines as the object of these schools the cultivation of national characteristics as well as the spread of the national language. It also differs from the old system in that the period of study may be shortened in consideration of local conditions and that the course has been simplified. Accordingly it has been so regulated that special stress shall be laid on the teaching of reading, writing and arithmetic. History and geography are not specially mentioned in the curriculum, but it has been provided that these shall be taught along with the teaching of the national language and Korean. It has also been provided that certain subjects other than those to be necessarily taught may be dis-

pensed with according to local conditions. All these arrangements are made with the purpose of giving such education to Korean children as will meet the requirements of the times and the condition of the people. Again as a Common School is not an institution in which preparatory education for a higher school is given, but aims at giving Korean children general knowledge and common art in order to prepare them for their future life, the course of education in it has been fixed with the purpose of making the instruction given immediately applicable to practical life after graduation.

Such being the course of education taken in Common Schools, the best efforts have been put forth by all those concerned to give Korean children attending them practical knowledge indispensable to daily life, besides fostering their moral character so as to make them good citizens. The love and respect of productive industry has been encouraged among them and for this purpose school farms and forests have been established. In short, in all Common Schools Korean children are now being taught in such a way that they may grow up hard-working, earnest and steady people. It is gratifying to see that good results are gradually being attained. Some extracts from a speech concerning the training of Korean children given by Mr. Usami, Director of the Internal Affairs Department, to an assembly of principals of Common Schools in April, 1912, may be quoted, as these further explain the points just referred to.

"One thing you should take care not to do in the teaching and training of Korean children is not to face them with the same ideas as you would do when facing Japanese children, because the situation and popular conditions in Chosen are different from those at home. In teaching morals to Korean children, you should pay special attention and in defining items to be taught in this subject you should take into consideration the situation and popular conditions in Chosen. You should carefully avoid touching those subjects likely to give mistaken

ideas to Koreans or to give birth to evil. You will understand clearly what I mean when you pay close and careful consideration to the situation and popular conditions in this peninsula. The same is also true with the teaching of the national language. You have gained ripe experience in teaching this subject from your many years' educational work at home, but here in Chosen there is reason why the method of teaching pursued in Japan cannot be adopted in its entirety. Unless you are very attentive, you will reap but little result despite great labour . . . Also the cultivation in the minds of Korean children of esteem for productive industry is of the utmost necessity. In giving them lessons concerning it, you should use simple material within easy reach and avoid theoretical teaching but aim at practical utility, so that your pupils may obtain knowledge indispensable to their daily life."

POSITION OF COMMON SCHOOLS.

Considered from its relation to other schools, a Common School is an independent school, having an educational aim of its own and is not a preparatory organ for higher schools. Considered from the general point of view of education, it is the centre of local education and the basis of various branches of education. Under these circumstances, since the time when Common Schools were first founded it has been planned that each of these should become the centre of education in each locality, leading the local popular ideas in the right direction and giving exemplary education. Some noteworthy good result has been witnessed in the work of these schools in the course of time. The increased establishment of Common Schools after annexation was aimed at, besides the spread of common education, so as to make them instrumental in the elimination and amelioration of shortcomings of local education as well as in the enlightenment of the popular idea by making them educational central organs. The position of Common

Schools being so important, great attention was paid to the selection of teachers, especially Japanese teachers of these schools, who are their guiding spirits. Under the former Korean Government, principals of these schools were Koreans and Japanese teachers were appointed as superintendent teachers. After the new Educational Ordinance was promulgated, however, the post of superintendent teachers was abolished and Japanese teachers were appointed as principals, so that they became the heads of the schools in name and in reality. The most circumspect care was taken in the choice and distribution of competent men. The following extracts from instructions given by Mr. Usami, Director of the Internal Affairs Department to a temporary class of Principals of Common Schools in April, 1911, and by Mr. Sekiya, Director of the Educational Bureau, to the same class in July of the same year respectively, define the position of Common Schools as well as the responsibility of principals of these schools : —

" . . . At the present time the centre of education of a locality lies in the Common School of that locality. For this reason, it is your duty to complete the contents of your schools, spread the moral and educational influence of the schools among local people and assist in the success of the new regime. The Government-General regards Public Common Schools as one of the most important factors in attaining success in the administration of Chosen and expects a great deal from your successful management of the schools. Your duty and responsibility is thus very heavy and great. You should, therefore, first put forth your best efforts in completing the contents of your schools and should you find time to spare you should work for the guidance of private schools and old-fashioned village schools. The aim of a Common School is not to prepare pupils for higher education, but to turn out good and loyal citizens, who will be useful to society, able to engage in practical business, who are faithful, honest and diligent, not disliking hard work, and who are well versed in the national language

(Japanese) and equipped with practical and useful knowledge and art. You should never forget that the aim of a Common School is not the giving of preparatory education to children but the making of them into good and loyal citizens" (Extracts from Mr. Usami's speech).

"Your moral and educational influence must spread over your locality, with your school as centre. The faculties of Common Schools, it need scarcely be said, should spare no pains in the management of their schools, but after they have perfected the contents of their schools, they should endeavour to exercise their good influence over people outside their schools. In recent days schools at home have been paying much attention to this work, but in Chosen there is more necessity for this work than in Japan. Among Japanese immigrants to Chosen, I regret to say, there are some bad elements whose acts are not commendable and who give bad impressions to their Korean neighbours impeding their moral uplifting. Under the circumstances, it is important that principals of Common Schools should behave themselves in a way befitting good Japanese, thereby showing good examples to the local people and exercising good moral influence over them. Foreign missionaries live at important local centres throughout the peninsula and are leaders in the spiritual affairs of the Korean people, attending with sympathy to their sorrows and consoling the sick. On the other hand, religions work by Japanese among Koreans is not in a very flourishing condition and in the leadership over the Korean people in fields other than the political and administrative Japanese are behind those foreign missionaries. So, I cannot but expect a great deal of you, as you are in a position to do much in the moral uplifting of the Korean people. Besides you, there are serving in the interior Japanese as police or district officials, but these men, being in positions to carry out administrative measures, must show some authority in executing their duties and their attitude toward the Korean people cannot but be somewhat different from yours. You have

this advantage over them in that you keep in touch with popular feeling and are in a position to be loved and respected by the parents and elders of your pupils. In Chosen the relation between teachers and pupils is of a very intimate kind and the respect shown to the former by the latter is such as is rarely seen in Japan. You have thus both the position and qualification well suited to act as central figures in the moral enlightenment of your localities.

"I hope that, always bearing in mind this great responsibility, you will become moral leaders of your localities and exercise good influence over popular ideas. But I must call your attention to the fact that your duty and responsibility lie chiefly in your schools. Your schools are your headquarters and bases of operation. I cannot approve of any school masters working for the promotion of local interests at the expense of school business, for that is neglecting what is of fundamental importance for what is of minor importance. You should above all things exert yourselves for the efficient management of your schools and leave nothing undone for the successful teaching and training of your pupils and then take up the work of teaching and leading their parents and elders. I know that the work I have referred to is fraught with manifold difficulties and cannot easily and promptly be accomplished. Nevertheless I believe that should you persevere you will be able to reap good results. Many of you have already achieved remarkable success, but there are among you those who have not as yet given equally excellent showing. I hope all of you will strive harder than ever for the cause of education" (Extracts from Mr. Sekiya's speech).

The position of a Common School is such as above mentioned. Since these schools were first founded, Japanese superintendent teachers and principals have had to fight their way through many obstacles and prejudices in carrying on their work in compliance with the object denfied for them. At first, due to misunderstanding and prejudice on the part of the

Korean general public, the schools were not viewed favourably by them and much had to be done in removing the popular bias against the schools. The energy and patience of Japanese principals were also heavily taxed in connection with the training pupils, the guidance of their subordinates and the management of manifold other school affairs. Amidst all these problems claiming much of their time and labour, they held meetings of parents and elders of their pupils or gave exhibitions of work done in the class rooms and thus brought about some close relations between the schools and the homes of the pupils. In many cases, the principals called on local leaders to explain the real character of their schools, or led their pupils in labour in farms, gardens and forests attached to their schools so as instil in their minds by personal example the love of productive industry. Of late many Japanese school principals have established evening schools or popular lecture classes for grown-up people in order to spread the knowledge of the national language among them and guide their thoughts and ideas in the right direction. These efforts put forth by Japanese principals of Common Schools have generaly borne good fruit and the popular idea towards them and their schools have remarkably improved. In certain localities, they are objects of great confidence and respect by local Koreans and their schools are really fountain heads of local moral culture. There is little doubt that along with the completion of equipments for and the increase of Common Schools, some more excellent results will be gradually witnessed.

FINANCIAL MANAGEMENT OF COMMON SCHOOLS.

Public Common Schools, established by prefectures and districts, were in reality not financially supported by them, as they had no source of income for the purpose of establishment and maintenance. The schools were chiefly maintained by subsidies from the State Treasury, and partly by subsidies from

local revenues, incomes from properties belonging to old district schools, monetary contributions by local people. After annexation, however, the schools were provided with secure means of maintenance, as it was decided that two-tenths of the interest on the extraordinary Imperial monetary grant, amounting to more than 17,000,000 *yen*, given to Chosen on the occasion of that memorable event, should be set aside for educational expenses, particularly for the expenditure of Common Schools. As the means of maintenance of these schools were assured in this way, in October, 1911, an Ordinance Concerning Expenditures of Public Common Schools as well as Regulations for Enforcing the Ordinance were promulgated, by which it was provided that Public Common Schools should be empowered to possess properties. In the Ordinance above referred to the items of revenue of these schools were also defined and classified as part of the interest on the Imperial grant, revenue from properties belonging to old district schools, tuition fees, monetary contributions from the general public and subsidies from the State Treasury and local revenue. It was further provided that should the amount derived from all these sources be found to be still insufficient to meet school expenditure, Koreans living in districts having such schools should be ordered to meet the balance. By the way, it may be mentioned that in only a few districts is the levying of this due enforced at present.

The chief sources of revenue of Public Common Schools are part of the interest on the Imperial grant and subsidies from the State Treasury and local revenue. At the present time, however, the amount of local revenue to be collected is not great so that most of the money needed in running Public Common Schools is supplied, besides part of the interest on the Imperial grant, by subsidies from the State Treasury. These subsidies are first included in the provincial local revenue and then are distributed among the schools by the Provincial authorities in amounts deemed by them as right. In 1912, the total expenditure of 336 Public Common Schools throughout

Chosen amounted to about one million *yen*. Of this sum more than 260,000 *yen* was met by the interest on the Imperial grant and more than 380,000 *yen* by subsidies.

The chief source of revenue of Public Common Schools other than those already mentioned is the income from properties belonging to old district schools. These district schools were educational organs in local prefectures and districts in former times. They possessed temples dedicated to Confucius and class rooms in which Chinese classics were studied. These schools, however, ceased to be organs for learning along with the abolition of the system of civil appointments by examination in Chinese classics. Nevertheless they continued to exist as places where annual festivals in memory of Confucius were held. Many of the buildings of these district schools were in a ruined condition, but those still serviceable were repaired so as to be converted into schools. In recent years no small number of Public Common Schools were established by repairing and converting old district schools. All these district schools possessed properties of their own to provide them an income in order to defray the expenses for their maintenance, the maintenance of Confucian temples attached to them and supporting students. In 1910, the Educational Department of the former Korean Government framed and published Regulations for the Management of Properties belonging to District Schools and empowered District Magistrates to manage them. The authorities have since been engaged in adjusting them, with the result that the amount of income from them has been steadily increasing. In 1912, especially the work of adjustment referred to showed excellent results. To be particular, the total amount of income from them in that year reached 150,670 *yen*, of which 92,932 *yen* was allotted to educational expenses. As compared with the preceding year, an increase of 49,708 *yen* was witnessed in the total income and that of 32,258 *yen* in the amount allotted to educational expenses.

The buildings of Public Common Schools were newly erected in many cases when these schools were first founded. In recent years, however, in most cases buildings of old district schools have been repaired to be used as class rooms of Public Common Schools. This measure has been taken firstly with the purpose of saving expense and secondly with that of using public buildings for public purposes. The buildings and equipment of Common Schools are generally not fine in appearance, but solidity and practicability are chiefly aimed at in setting them up, so that they may suit popular conditions.

By following measures for their establishment and maintenance above mentioned, quite a large number of Public Common Schools were established after annexation. Thus in 1911 one hundred and thirty-four schools, in 1912 one hundred and seven schools and in 1913 twenty-two schools were newly established. These added to one hundred schools previously in existence make the total number of Public Common Schools existing at present throughout Chosen three hundred and sixty-three. The estimated expenditure of these schools for 1912 amounted to more than 910,000 *yen*, which was increased to one million *yen* on account of supplementary estimates later added. The following tables show estimates of revenue and expenditure of these schools according to provinces :—

ESTIMATED EXPENDITURE OF PUBLIC COMMON SCHOOLS FOR 1912 FISCAL YEAR.

Provinces	No. of Schools	No. of Classes	No. of Pupils	ORDINARY											EXTRAORDINARY			Grand Total
				Salaries	Travelling Expenses	Miscellaneous Fees	Purchase of Materials	Expenses for Articles Consumed	Correspondence and Transportation	Miscellaneous Expenses	Expenses Concerning Management of Foundation Properties	Repairing	Reserve	Total	Expenses for Construction	Other Expenses	Total	
Kyonggi	48	183	7,828	79,832.680	4,415.590	14,663.050	12,537.123	7,162.600	1,635.410	4,662.406	102.200	3,349.853	1,750.713	129,911.715	5,848.939	5,328.930	11,177.869	141,089.575
North Choongchong	18	48	1,695	22,116.000	641.280	3,303.100	2,837.503	1,904.265	236.800	700.355	5.000	1,974.975	586.967	34,406.182	1,500.000	—	1,500.000	35,906.182
South Choongchong	24	56	2,727	30,366.090	1,681.440	4,316.400	5,026.500	2,043.135	705.100	2,236.060	117.500	4,692.400	697.019	51,992.204	5,434.580	—	5,434.580	57,426.884
North Chonla	28	76	2,774	39,197.000	3,802.700	5,599.000	7,065.000	3,187.000	869.000	2,001.000	364.000	4,387.000	1,971.670	69,543.370	3,102.000	—	3,102.000	72,445.370
South Chonla	29	91	4,244	40,372.000	3,642.600	4,285.000	4,882.000	2,373.000	294.000	5,139.000	99.000	2,530.000	4,017.000	66,943.000	700.000	23,116.543	23,816.543	90,759.543
North Kyongsang	41	129	4,472	53,784.000	3,807.000	7,727.000	11,490.000	4,612.436	977.500	2,477.889	298.582	5,939.000	8,140.027	99,253.431	125.000	—	125.000	99,378.431
South Kyongsang	28	97	3,744	42,045.000	3,025.000	8,974.750	5,219.900	2,616.031	550.000	1,585.335	509.570	1,842.772	1,513.483	67,963.001	5,669.400	—	5,669.400	73,632.401
Whanghai	19	46	1,823	23,460.000	1,978.200	3,267.200	4,556.000	2,351.890	451.500	1,228.100	480.080	914.150	1,336.000	40,023.720	2,399.000	—	2,399.000	42,422.720
South Pyong-an	25	77	3,410	34,356.000	1,760.120	4,750.000	3,146.650	3,327.080	594.000	2,115.000	128.000	1,617.500	1,882.800	53,978.050	10,371.970	6,687.940	17,059.910	71,037.960
North Pyong-an	25	80	3,315	41,211.000	4,601.000	8,777.250	4,022.660	3,032.420	610.000	1,673.700	117.950	2,989.160	2,318.100	69,403.300	8,552.000	—	8,552.000	77,955.300
Kangwon	25	65	2,338	31,980.000	2,722.600	6,468.400	6,290.840	3,577.000	702.000	2,387.830	254.600	2,269.780	3,144.400	59,797.150	10,001.505	—	10,001.505	69,798.655
South Hamkyong	14	49	2,291	24,009.000	3,455.800	4,342.030	4,713.390	2,752.227	499.000	2,405.736	523.000	940.000	2,957.864	46,910.107	3,156.640	—	3,156.640	49,766.747
North Hamkyong	12	42	1,830	18,252.000	694.700	2,420.400	1,993.890	1,644.860	168.160	487.340	45.000	1,031.000	154.180	25,891.530	3,475.000	—	3,475.000	30,336.630
Total	336	1,039	42,891	481,010.770	35,597.430	78,683.640	74,082.353	40,634.544	8,292.530	30,110.438	3,127.582	34,477.350	30,477.323	816,486.906	60,336.025	35,133.413	95,469.438	911,956.398

REMARKS:

The number of classes as well as that of pupils given in the above table is that as it stood at the end of April, 1912; so the numbers of classes and pupils of eight schools still unopened at that time (four in North Chonla Province, two in Whanghai Province and two in South Hamkyong Province) are not given in it.

The unit of money mentioned in the above table is *yen*.

Figures relating to five schools newly established in South Choongchong Province in November, 1912, are not included in the above table.

FACULTIES OF COMMON SCHOOLS.

The faculty of a Public Common School was fixed by Organic Regulations for Public Common Schools in Chosen. It is composed of a principal, and a number of teachers and assistant teachers. The principal is appointed from among the teachers. It is his duty to deal with school affairs under direction by the Prefect or District Magistrate of the locality in which his school stands and also to oversee his subordinates in the school. Teachers and assistant teachers are assigned the duty of educating pupils. Under the former system, besides these officials a Public Common School had a Japanese superintendent teacher, who was the leader of the school. This office, however, was abolished in the new system and the position of the principal of a school is given to a Japanese teacher. To the posts of teachers and assistant teachers Koreans are appointed. In some schools, which are comparatively well off, besides the principals, some Japanese teachers are employed. The faculties of Public Common Schools are treated as officials in the service of the Government and are accorded, like those of other public schools, privileges given to Government officials. With regard to the appointment of Japanese teachers in Public Common Schools, as already stated, great attention is paid in the selection of competent men, their personality and past career being closely investigated before they are appointed. Since annexation it has been arranged that all newly appointed Japanese teachers should assemble at Seoul and attend a special lecture class before taking up their duty. In this class they are given lectures on the Korean language, history and geography of Korea, method of teaching the national language (Japanese), laws and regulations concerning education, and some other subjects. Specialists are also invited to give lectures on the productive industry, economical conditions, hygienic conditions and so forth in Chosen. The class is necessarily a short term one, but it is aimed to give the teachers attending

it as much as possible general ideas concerning the education and state of things in Chosen. Such a class was held in 1911 and 1912, having been attended by 223 teachers. In 1912, taking advantage of the summer vacation 122 Japanese teachers, who had already been engaged in their work in Chosen, were summoned to Seoul and given lectures above mentioned. Considering the satisfactory showing made in their work by all those teachers thus trained, it has been concluded that the result of these special lecture classes has been excellent and it is planned that this arrangement shall be continued.

The total number of Korean teachers engaged in Public Common Schools is 1,900. With regard to the guidance and the augmentation of knowlege of these teachers, much attention is always being paid. Besides Japanese teachers being instructed to exert themselves on their behalf, the annual summer vacation is made use of for giving lectures to them as well as to Korean teachers of private schools by causing every province to hold a special class for them for that purpose. Also in November, 1912, a temporary school of five months' duration was instituted in the Keijo (Seoul) Higher Common School for the benefit of Korean teachers of Common Schools. Sixty teachers recommended by Provincial Governors were admitted and given instruction in morals, the national language, arithmetic, pedagogy and gymnastics. Besides being paid their regular salaries during their attendance at the school, these teachers were given special allowances for paying their expenses connected with their sojourn in Seoul and those showing good results after finishing the course were promoted in position.

With regard to the question of languages, great encouragement is being given to Japanese teachers to study the Korean language and the same is done to Korean teachers so that they may strive to master the Japanese language. As the national language is taught in school generally as one of the most important subjects, Korean teachers know Japanese tolerably well and are able to act as interpreters to Japanese teachers.

With regard to the knowledge of Korean by Japanese teachers although there are some who are well versed in the language, yet there is still left much to be desired. Accordingly great encouragement is being given to them to study the language. The following extracts from speeches given by Mr. Usami, Director of the Internal Affairs Department, and Mr. Sekiya, Director of the Educational Bureau, to an assembly of Japanese teachers may show what idea is held by the higher authorities concerning this question :—

"Especially do I hope that you will study the Korean language with enthusiasm. You cannot be said to have succeeded in your work by merely enabling your Korean pupils to read and write, unless you make of them good and loyal citizens of the Empire. You will not be able to attain this object without being able to understand and speak Korean, so that you may know by direct contact the personalities of your pupils and exchange views with their elders and parents. The fact that the more hours are allotted in this special class for you to the study of Korean than any other subject has this idea in view. I hope that even after this class is closed you will pursue the study of the language and become able to speak it with fluency as soon as possible" (Extract from Mr. Usami's speech)

"The study of the Korean language is most necessary in the execution of your duty, and is a thing which was encouraged among you by a special communication issued some time ago. There are some principals, who, despite their tenure of office for the past four or five years, are still unable to understand Korean. There are also some who say that they are too busily occupied in endeavouring to spread the knowledge of the national language to have time to study Korean. But ignorance of the Korean language cannot but cause much difficulty in teaching Japanese. Besides, owing to it, you will not be able to educate and train Korean children as successfully as you wish and you will also find it impossible to guide and superintend Korean teachers in a thorough manner as well as to communi-

cate your ideas directly to the elders and parents of your pupils. In short, unless you know Korean you will find much inconvenience in attaining the real object of your work. It is in consideration of this that Korean has been made the chief subject of study in this class. I earnestly hope that, making the knowledge of the language you have obtained by attending this class the basis for further study, you will not neglect to pursue it and attain proficiency as soon as possible." (Extract from Mr. Sekiya's speech)

PRESENT CONDITIONS OF COMMON SCHOOLS.

There are at present throughout Chosen two Government, three hundred and sixty-three Public and eighteen private Common Schools. The government common schools are attached to the Keijo (Seoul) Higher Common School and Keijo Girls' Higher Common School. The Public Common Schools are established throughout the peninsula under conditions as already described. All cities and districts have each at least one Public Common School established within them and some localities are provided with more than two schools. Private Common Schools numbered more than seventy until 1911, but those showing good results were converted into Public Common Schools, so that at present their number is comparatively small. There is a tendency that private schools of various descriptions standing on comparatively secure footing will be converted into Common Schools, so that it is expected that private common schools will gradually increase in number. The following table shows general conditions of Common Schools, the figures being those for the end of 1912 :—

TABLE SHOWING CONDITIONS OF COMMON SCHOOLS.

Provinces	Government and Public						Private						Aggregate Total					
	No. of Schools	No. of Teachers			No. of Classes	No. of Pupils	No. of Schools	No. of Teachers			No. of Classes	No. of Pupils	No. of Schools	No. of Teachers			No. of Classes	No. of Pupils
		Japanese	Korean	Total				Japanese	Korean	Total				Japanese	Korean	Total		
Kyongki	50	71	179	250	191	7,851	4	8	19	35	16	616	54	79	198	285	207	8,467
		* 4						* 2	* 6					* 2	* 6			
North Choongchong	18	18	51	69	50	1,733	—	—	—	—	—	—	18	18	51	69	50	1,733
South Choongchong	24	25	60	85	59	2,598	—	—	—	—	—	—	24	25	60	85	59	2,598
North Chonla	28	36	83	120	84	2,923	3	4	8	12	7	220	31	40	91	132	91	3,143
		* 1												* 1				
South Chónla	29	29	97	127	96	4,377	5	1	14	15	11	333	34	30	111	142	107	4,710
		* 1												* 1				
North Kyongsang	41	46	132	179	135	3,717	1	1	5	6	4	116	42	47	137	185	139	3,833
		* 1												* 1				
South Kyongsang	28	32	112	144	101	3,918	5	4	7	11	10	251	33	36	119	155	111	4,169
Whanghai	19	20	51	71	51	2,011	1	1	2	3	2	55	20	22	53	74	53	2,066
South Pyong-an	25	29	80	110	81	3,166	1	—	2	2	2	76	26	29	82	112	83	3,242
		* 1												* 1				
North Pyong-an	25	33	87	120	80	3,700	—	—	—	—	—	—	25	33	87	120	80	3,700
Kangwon	25	25	68	93	67	2,620	—	—	—	—	—	—	25	25	68	93	67	2,620
South Hamkyong	14	19	57	76	57	2,575	3	1	10	11	17	416	17	20	67	87	74	2,991
North Hamkyong	12	15	40	55	41	1,796	—	—	—	—	—	—	12	15	40	55	41	1,796
Total	338	398	1,097	1,499	1,093	42,985	23	20	67	95	69	2,083	361	418	1,165	1,594	1,162	45,068
		* 4						* 2	* 6					* 16	* 6			

REMARK :—* denotes Japanese teachers of Public Common Schools, who also teach in private Common Schools.

II. Higher Common Schools.

Object of the Schools.

The school corresponds in its character to the Higher School provided by the former education system. In the new system, however, the object of education in this school has been defined by rules of teaching, the school course and organization have been amended and it has also been provided that in the Government Higher Common School a normal course or a rapid course for training teachers may be established.

The essential aim of the education in a Higher Common School is clearly defined in the instructions issued by the Government concerning the enforcement of the Chosen Educational Ordinance. To quote therefrom :—

"A Higher Common School is an institution in which higher common education is given to boys. Its essential aim is to cultivate in them common sense, foster national characteristics and impart to them knowledge and art useful to daily life.

"The period of study in a Higher Common School is four years. Those eligible for admission to the school must be not less than full twelve years of age and graduates from a Common School or those whose qualifications are recognized as equal or superior to those of the aforesaid.

"The subjects of study in the Higher Common School have been fixed with the view to their proving equal to practical life. Especially the fact that agriculture or commerce and manual work have been made indispensable subjects is due to the desire to foster in the minds of the pupils the love and habit of steady work and industry. Caligraphy has been specially put in as it has been recognized to be necessary in consideration of practical daily life. The fact that natural history, physics and chemistry have been included in the subject of science and mineralogy included in physics and chemistry as well as the

fact that industry, law and economy have been made to be taught as one subject of study is with the idea to simplify teaching and maintain connections between them in teaching them."

The subjects of study selected and fixed for students of a Higher Common School in accordance with the object of the school described above are morals, the national language, the Korean language and Chinese literature, history, geography, Mathematics, natural science, industry and law and economy, caligraphy, drawing, manual work, singing, gymnastics, and English. As for industry either agriculture or commerce is taught and English is optional. In short, a Higher Common School has, as its aim, besides the giving of an education laying much stress on industry, the deep cultivation of national characteristics in the minds of the students, so that they may become good and loyal citizens of the middle class. Thus, suggestions concerning the teaching of various subjects of study as given in Regulations for Higher Common Schools are all in conformity with the object named. To quote those relating to all subjects of study :—

"1. The essential object of a Higher Common School being the cultivation of common sense and the making of loyal and hard-working people, instruction in whatever subject must be given with this in view at all times.

"2. As it is very important to cultivate the habit of order and discipline, pupils must be taught in whatever subject with this in view at all times.

"3. The national spirit lies in the national language and the language is indispensable in acquiring knowledge and art. Consequently in teaching whatever subject of study the aim should be to enable the pupils to use it correctly and freely.

"4. In imparting knowledge and art, selection should be made of those indispensable to daily life. Care must be taken not to fall into an undesirable state of looseness by attempting to impart too much.

"5. Instructions must not fail to attain its object or in its method, and each subject of study taught must have connection with and complement each other.

"6. In giving instruction care must be taken in its method and the pupils must be guarded against merely committing to memory what they have been taught. They must be guided to reason and think for themselves."

It is well recognized that many teachers will be needed along with the expansion of common education. The authorities, however, consider that good teachers may be turned out in sufficient numbers by giving special training to those wishing to become teachers in the Government Higher Common School as well as the Government Girls' Higher Common School. With this idea, a normal course and a rapid course for training teachers have been instituted in these schools and no special organ for the purpose of training teachers has therefore been established, though for the time being in order to meet the urgent necessity an Extraordinary Institute for Training Teachers has been established as an affiliated institute of the Government Higher Common School in Seoul. With regard to the normal course instituted in the Government Higher Common School above referred to, graduates of the same school are admitted to the course and are instructed in morals, pedagogy, the national language, the Korean language and Chinese literature, Arithmetic, natural science, industry, caligraphy, drawing, manual work, music and gymnastics. The students in this course will be graduated after one year's study. As for the rapid course for training teachers also instituted in the Government Higher Common School, students who have completed the second year course of the same school or those having scholarly attainments equal or superior to those possessed by them are admitted to it and are instructed in morals, pedagogy, the national language, the Korean language and Chinese literature, history and geography, arithmetic, natural science, industry, drawing, music and gymnastics. The students in this

course will be graduated in less than one year. In the Extraordinary Institute for Training Teachers, with the object of turning out teachers of Common Schools, two departments are instituted, the one for training Korean teachers and the other for Japanese teachers. The period of study in the department for Korean teachers is three years and students who have finished the first year course of a Higher Common School, or those having scholarly attainments equal or superior to those possessed by them, are admitted to it. The subjects of study assigned to them are morals, pedagogy, the national language, the Korean language and Chinese literature, history, geography, mathematics, natural science, industry, caligraphy, drawing, manual work, music and gymnastics. As for the department for Japanese teachers, the period in it is one year and graduates of a middle school or those having scholarly attainments equal or superior to those possessed by them are admitted to it. The students are instructed in morals, pedagogy, the national language, Korean, arithmetic, natural science, industry, drawing, manual work, commerce, Korean conditions and gymnastics.

CONDITIONS OF THE SCHOOLS.

At present there are two Government Higher Common Schools, one in Seoul and the other in Pyengyang. The Higher Common Schools in Seoul is probably the biggest school in Chosen. The school has instituted in it a regular course and a rapid course for training teachers. To it are also affiliated the Extraordinary Institute for Training Teachers and a Common School. The students of the regular course, rapid course for training teachers and the institute for training teachers number in all 623, and are taught by 54 teachers. The Common School affiliated to the school has 244 pupils and five teachers. The Government Higher Common School has a regular course and rapid course for training teachers instituted in it. The

students number 172 and teachers 13. The estimated expenditure for the Year 1913 for the Seoul school is 132,400 *yen* and that for the Pyengyang school 22,200 *yen*. Both schools were very popular among young men, even before they were converted into the present institutions from their former status as High Schools and the number of applicants for admission has annually far exceeded the number required. For instance in April, 1912, when 382 students were required 1459 applications were received. Almost all the graduates of the schools have found employment either in the Government or private institutions and only a very few are unemployed. This year 186 young men were graduated. Of these 156, who finished either the rapid course for training teachers or graduated from the Extraordinary Institute for Training Teachers, were also engaged as teachers of Common Schools and 30, who finished the regular course, were nearly all found positions in the Government or public offices, banks and commercial companies.

Besides the two Government Higher Common Schools above-mentioned there is one private Higher Common School at Hamheung in South Hamkyong Province. The school has some Japanese teachers working in it and contains 89 students. Some good results are being shown by it.

The following table shows conditions of the two Government Higher Common Schools, the figures quoted being those for the end of 1912 :—

TABLE SHOWING CONDITIONS OF GOVERNMENT HIGHER COMMON SCHOOLS.

Name of School	Period of Study	No. of Class	No. of Teachers			No. of Students					No. of Students newly admitted	Expenditure
			Japanese	Korean	Total	First Year	Second Year	Third Year	Fourth Year	Total		
Keijo (Seoul) Higher Common School	—	17	40	14	54	266	162	152	43	623	226	132,471
Regular Course	4	10	—	—	—	129	83	90	43	345	177	—
Rapid Course for Training Teachers	1	1	—	—	—	43	—	—	—	43	49	—
Extraordinary Institute for Training Teachers (Korean Department)	3	6	—	—	—	94	79	62	—	235	100	—
Extraordinary Institute for Training Teachers (Japanese Department)	1	1	—	—	—	37	—	—	—	37	38	—
Heijo (Pyengyang) Higher Common School	—	5	9	4	13	127	29	16	—	172	156	22,210
Regular Course	4	4	—	—	—	80	29	16	—	125	106	—
Rapid Course for Training Teachers	1	1	—	—	—	47	—	—	—	47	50	—
Total	—	22	49	18	67	393	191	168	43	795	385	154,681

III. Girls' Higher Common School.

Object of the School.

A Girls' Higher Common School is an institution for giving girls higher common education, in order to foster in them feminine virtues, cultivate national characteristics and instruct them in the knowledge and art necessary to making a livelihood. The school corresponds in its character to the Girls' High School provided by the former educational system. In the new system, however, the object of education in this school has been defined by rules of teaching and it has also been provided that in the Government Girls' Higher School a normal course may be instituted.

The essential aim of the education in a Girls' Higher Common School is clearly defined in the instructions issued by the Government concerning the enforcement of the Chosen Educational Ordinance. To quote therefrom :

"A Girls' Higher Common School is an institution for giving girls higher common education with the object of fostering in them feminine virtues and instruct them in the knowledge and art useful in making a livelihood. For this reason, the education given there must have in view the duty and practical life of women and must conform to the cultivating of moral character and equipping them as good housekeepers. Great care must be taken not to engender in them the habit of frivolity, vanity and luxury.

"The period of study in a Girls' Higher Common School is three years. Those eligible for admission to the school must be not less than full twelve years of age and graduates from a Common School or those whose qualifications are recognized as equal or superior to those of the aforesaid.

"The subjects of study in a Girls' Higher Common School are nearly similar to those in a Higher Common School.

Comparatively, however, more hours have been allotted to the teaching of such subjects as science, housekeeping, sewing and handicraft, and the method of using sewing machines, dyeing and weaving and so forth have been included in the subject of sewing and handicraft. All these have been done with the view of making the education of girls approximate as much as possible to practical daily life.

"In order to enable girls to study sewing and handicraft as a speciality, an arts course, the period of study in which is less than three years, may be instituted in a Girls' Higher Common School. Those eligible for admission to the course must be not less than full twelve years of age, but no regulations are provided as to their scholarly qualifications. The fact that the period of study in the arts course has been made less than three years and elasticity as to its length has been allowed, provided it is less than three years, is with the idea of giving freedom to fix it in a suitable way in deference to the kinds of art to be taught as well as to local conditions, while the fact that no regulations are provided as to the scholarly qualifications of those desiring admission to the course is due to the recognition of the advantage of giving chances of study even to those not receiving common education."

The subjects of study selected and fixed for students of a Girls' Higher Common School in accordance with the object of the school described above are morals, the national language, the Korean language and Chinese literature, history, geography, arithmetic, natural science, household matters, caligraphy, drawing, sewing and handicraft, music and gymnastics. As for the subjects of study in an arts course instituted in a Girls' Higher Common School, it has been provided that excepting sewing and handicraft these shall be fixed by selecting them from among the subject of study for the regular course. In both courses comparatively more hours have been assigned to the national language, natural science, household matters, sewing and handicraft than other subjects of study, with the purpose

of giving the students practical education and enabling them to utilize what they have learned in real life. Thus suggestions concerning the teaching of various subjects as given in Regulations for Girls' Higher Common Schools are all in conformity with the object named. To quote those relating to all subjects :—

"1. The essential object of a Girls' Higher Common School being the up-bringing of modest and faithful women of industrious and thrifty disposition, instruction in whatever subject must be given with this in view at all times.

"2. The national spirit lies in the national language and the language is indispensable in acquiring knowledge and art. Consequently in teaching whatever subject of study the aim should be to enable the pupils to use it correctly and freely.

"3. In imparting knowledge and art, selection should be made of subjects indispensable to daily life. Care must be taken not to foster the habit of frivolity and luxury by giving lessons in abstruse and unpractical subjects.

"4. Instruction must not fail to attain its object or in its method, and each subject of study taught must have connection with and complement each other.

"5. In giving instruction care must be taken in its method and the pupils must be guarded against merely committing to memory what they have been taught. They must be guided to reason and think for themselves."

As already stated, it has been provided that in the Government Girls' Common School a normal course may be instituted. The subjects of study in this course are morals, pedagogy, the national language, the Korean language and Chinese literature, arithmetic, natural science, household matters, caligraphy, drawing, sewing and handicraft, music and gymnastic. Instruction will be given to students taking this course so as to cultivate the character and dignity becoming to teachers and also with the aim of imparting what is necessary to teachers and

in agreement with the essential aim of Common School education and rules of teaching.

CONDITIONS OF THE SCHOOL.

Female education in Chosen is still in its early stage, it being only some years since it began to rise. As a matter of fact, in former days Korean women of good social positions lived in seclusion never being in the society of the sterner sex and going out of their homes but rarely. In consequence, it was of the utmost difficulty for them to receive education in a school. The trend of the times, however, has gradually called forth the necessity of their education, Christian Mission Schools for girls being the first to be established in response to the call, followed by the establishment of various private schools with the object of the education of girls in view. Now-a-days not a few Public Common Schools have instituted in them classes for girls in conformity with local conditions requiring them.

When in November, 1911, the Chosen Educational Ordinance was enforced, the Government Hansong Girls' High School in Seoul was converted into the Keijo (Seoul) Girls' Higher Common School, its organization having been duly amended and its contents improved. The school has instituted in it a regular three years' course and an arts course extending for three years. The qualification of students eligible to the latter course is simple, it being intended for girls desiring to study sewing and handicraft. The school has also attached to it a Common School, where elementary education is given to girls. The students in the regular and arts course number in all 124 and the pupils of the affiliated Common School 127, while the total number of teachers is twenty. The annual expenditure of the school amounts to more than 29,000 *yen*. It may be added that in recent days Korean women have shown a remarkable leaning towards education. Besides the Government Girls' Higher School, there are two private Girls' Higher

Schools in Seoul. Both schools have a history extending over past seven years. Both are in the possession of some respectable foundation properties and are organized as foundational juridical persons. Both have also attached to them Common Schools for girls. They have between them 139 students in the regular course and 346 pupils in the Common School course and are showing good results. There are also not a few private schools with female education as their object, while the number of girls entering Public Common Schools is showing a steady increase year after year.

The following table shows conditions of the Government Girls' Higher Common Schools, the figures quoted being those for the end of 1912 :—

TABLE SHOWING CONDITIONS OF GOVERNMENT GIRLS' HIGHER COMMON SCHOOL.

Name of School	Period of Study	No. of Classes	No. of Teachers			No. of Students and Pupils					No. of Students and Pupils newly admitted	Annual Expenditure
			Japanese	Korean	Total	First Year	Second Year	Third Year	Fourth Year	Total		
												Yen
Keijo Girls' Higher Common School ...	—	9	13	6 * 1	19 * 1	102	81	50	18	251	134	29,220
Regular Course ...	3	3	—	—	—	33	27	28	—	88	48	—
Arts Course	3	2	—	—	—	22	14	—	—	36	30	—
Affiliated Common School ...	4	4	—	—	—	47	40	22	18	127	56	--

CHAPTER V.

INDUSTRIAL EDUCATION.

I. Object of Industrial Education.

An Industrial School is an institution in which students wishing to engage in agriculture, commerce or technical industry are trained, giving them the necessary education therefor. Under this designation come Agricultural Schools, Commercial Schools, Technical Schools and Elementary Industrial Schools. The period of study in an Industrial School may be fixed within the limits of two to three years, those eligible for admission must be not less than full twelve years of age and be graduates from a Common School, the period of which is four years, or those whose qualifications are recognized as equal or superior to such. It is recognized by all that it is a matter of urgent necessity in Chosen to cultivate the spirit of industry among Koreans and promote the development of productive industry. Now industrial education being what is needed in increasing the happiness of Koreans and promoting their productive power, the Government-General has been putting forth great efforts to establish in all important places industrial schools suitable to local conditions, besides encouraging the love of industry among young Koreans in Common Schools and other schools. An instruction given by Count Terauchi, the Governor-General, to principals of agricultural schools at a meeting in December, 1912, well explains the object of industrial education. It was as follows :—

"A matter of urgent necessity in Chosen at the present time is that all should engage in their business with diligence, practise thrift and promote productive industry, so that domestic productions may be made such quantities as to make it unnecessary to obtain a supply from abroad and even to supply

demands in foreign countries. If this can be done, it will greatly increase the happiness of the Korean people at large. It is the object of industrial education to foster this spirit in the minds of young Koreans. All who are engaged in industrial education should endeavour to cultivate it in the minds of their students and show good examples at school to local people with a view to promoting productive industry and assisting in the development of Chosen.

"Ordinances and regulations concerning education clearly show that it must be suited to the requirements of the times and popular conditions. In carrying out your work, you must take into consideration the popular conditions, avoid all empty theories, aim at practical use and adapt the graduates of your schools to the practical affairs of society.

"I am glad to see that practical work concerning agricultural education is beginning to show good results. Practical work, besides improving the abilities of those doing it, is indispensable in fostering the good habit of diligence and hard work. You should further encourage it and, by taking it up yourselves, should lead your students by personal example and also contribute to the improvement of local agricultural industry. All engaged in agricultural school should unite their strength and cooperate in the endeavour to attain success in the object of their schools."

Organs for giving education are agricultural, commercial, technical and elementary industrial schools. Schools in which sericulture, forestry, stock-breeding or fishery are taught are also recognized as industrial schools. In all these schools, in view of the times and popular conditions, simple and easy subjects of study are taught and special stress is laid on practical work, theoretical or higher teaching being avoided, so that what has been learned in school may immediately be used for practical purposes by students and also that they may assist in the improvement and development of the productive industry of their localities. Elementary Industrial Schools are established with

the purpose of spreading industrial education in the simplest way and are made to be instituted as affiliated to Common Schools or other Industrial Schools. Apprentices who are actually engaged in business, or other young people may enter these schools without difficulty and instruction is given them at convenient times, for instance, in the evening, or on Sundays and during summer and winter holidays, or during a particular season chosen for that purpose. As for the equipment of such schools little restriction is made so that it may meet local conditions.

The object of industrial schools is such as above described. The following suggestions concerning the teaching of subjects as given in Regulations for Industrial Schools make this object clearer :—

"1. Honesty, sincerity, winning and enjoyment of confidence, assiduity and thrift being especially important to those engaged in business, instruction in whatever subjects shall be given at all times with a view to inculcating these ideas in the minds of pupils.

"2. Knowledge and art shall be imparted by selecting those calculated to contribute to the improvement and promotion of industrial pursuits. Also these shall be given in conformity with local conditions and with a view to their practical application.

"3. Instruction shall not be too theoretical, but shall aim at attaining practical results by giving it side by side with practical exercises."

II. Conditions of Industrial School.

Not many years have elapsed since Industrial Schools were founded in Chosen. The former Korean Government early recognized the urgent necessity of spreading industrial education in this peninsula and by promulgating in 1909 an Ordinance concerning Industrial Schools established a few schools

for that purpose, though on account of financial difficulties these schools were conducted in a way that left much to be desired. Since annexation, however, the Government, paying greater regard to industrial education, has done much to complete their equipment. Especially by the enforcement of the Chosen Educational Ordinance and Regulations for Industrial Schools, has the status of these schools been defined. All industrial schools, except those established by private persons, were converted into public institutions and placed under the management of Provincial authorities. A Government Industrial School at Chemulpo was also changed into a public institution in April, 1912.

Public Industrial Schools now existing are fourteen Agricultural Schools and two Commercial Schools. These schools have between them 1,171 students and 106 teachers. Although these schools have not as yet seen many years since their foundation, yet on the whole they are quite popular among local people and have contributed not a little to the development of productive industry. As proof how well-disposed people are towards them, it may be mentioned that in 1912 applicants for admission to them numbered 1,940, whereas 759 was the number required and admitted. The result of the training of the students is generally good. The dislike of labour shown formerly by Korean students has gradually been disappearing and now they show themselves quite willing to take up practical work. As for private industrial schools, there is one excellent institution in Seoul with a secure foundation and containing 150 students. Eight years have passed since it was founded and it has given some good results.

Public Common Schools need between them the annual expenditure of some 110,000 *yen*. On account, however, of the insufficient amount of local revenue collected at the present time, it is impossible for these schools to obtain the money they need entirely from this source. So the State Treasury subsidizes them to the extent of some 70,000 *yen* a year. The

State also subsidizes some private industrial schools, which show good results.

Besides the industrial schools above mentioned, there were at the end of 1912 about thirty elementary industrial schools. These have now increased to about fifty. In most of them elementary agriculture is taught. They are mostly affiliated to Public Common Schools and most of the teachers are those of the latter. The results shown them are generally very good and there is reason to expect that these schools will increase in number.

The schools above mentioned are institutions established in accordance with the Regulations for Industrial Schools. There are besides them an Agricultural and Dendrological School at Suwon and a Technical Training Institute at Seoul. Both are under the direct control of the Government-General. Both are completely equipped and are giving instruction to quite a large number of students.

The following tables show conditions of industrial schools as well as of elementary industrial schools, the figures quoted being those for the end of 1912 :

TABLE SHOWING CONDITIONS OF INDUSTRIAL SCHOOLS.

Description of School	No. of Schools	No. of Classes	No. of Students	No. of Teachers			Annual Expenditure
				Japanese	Korean	Total	
Public Common Schools.....	2	6	309	9	5	14	18,360 *yen*
Public Agricultural Schools.	14	28	871	64	26	90	9,107
Private Commercial School.	1	3	150	6	2	9	18,507

TABLE SHOWING CONDITIONS OF ELEMENTARY INDUSTRIAL SCHOOLS.

Description of School	No. of Schools	No. of Classes	No. of Students	No. of Teachers		
				Japanese	Korean	Total
Public Elementary Commercial Schools	5	7	162	16	9	25
Public Elementary Technical School.....	1	1	2	2	2	4
Public Elementary Agricultural Schools.....	28	32	876	47	43	90

REMARKS:

Nearly all the elementary industrial schools are affiliated to Public Common Schools and for this reason it is impossible to give separately the amount of their annual expenditure.

The period of study in most of the schools in the above tables is one year. Two elementary commercial schools and four elementary agricultural schools, however, make it two years.

CHAPTER VI.

SPECIAL EDUCATION.

Although provision for special education are mentioned in the Chosen Educational Ordinance, yet popular conditions in Chosen are not, as already mentioned, far enough advanced as yet to require it. Accordingly no regulations concerning it have been provided. These will be provided when some time in the future the necessity for doing so occurs. However, there are two schools, which, considered from their standard and nature, are institutions in which special education is given. These are the Keijo (Seoul) Special School and the Medical School attached to the Government-General Hospital in Seoul. The Keijo Special School is under the direct management of the Government-General and has as its object the education of Korean young men desiring to engage in public or private services by giving them instruction in law and economy. The period of study in it is three years and those eligible for it are Korean youths who are more than sixteen years of age and graduates of a Higher Common School or those possessing scholarly attainments equal or superior to them. The school was formerly a law school and was converted into the present institution on the occasion of the enforcement of the Chosen Educational Ordinance. Law and economy are taught there, but theories too academical are avoided in the instruction given, it being aimed at by the school to train men in knowledge and ability fitting them for the practical needs of the present day. The students number 73 and the expenditure for the fiscal year 1912 was 22,520 *yen*.

The Medical School attached to the Government-General Hospital in Seoul aims at training physicians, midwives and sick nurses. The period of study in it is four years for the medical course, one year for the mid-wifery course and one year

and a half for the nursing course. Students eligible for the medical course are Koreans not younger than sixteen years and not older than twenty-five years, who are graduates of a Higher Common School, while those eligible for the midwifery and nursing courses are Japanese or Korean Women, not younger than sixteen years and not older than twenty-five years, it also being provided that those taking the midwifery course shall be those who have completed the nursing course and those taking the nursing course graduates from a Japanese primary school or a Public Common School. The total number of studenst in the medical course is 185, that of those in the midwifery course 11 and that in the nursing course 2. The expenditure for the fiscal year 1912 was 45,681 *yen*.

CHAPTER VII.

VARIOUS PRIVATE SCHOOLS.

I. Attitude of Government Towards Private Schools.

With regard to the guidance and control of private schools it is mentioned in the Proclamation issued in November, 1911, by the Governor-General concerning the enforcement of the Chosen Educational Ordinance: "It scarcely need be stated that education by private schools ought to be undertaken in accordance with the Law and Ordinance of the State and not be permitted to deviate from the fundamental principle underlying the Empire's educational policy." It is also stated in the Instructions issued by the Government-General in November, 1911, concerning the enforcement of the Chosen Educational Ordinance:—

"Private schools are still unavoidably more or less incomplete in their institution, but it is impossible to introduce into them radical reform and improvement. They should be cordially and sympathetically led and superintended and those concerned should be induced to understand and appreciate the essential principles of education in Chosen and the ways and means of carrying it out, so that they may not commit blunders in the management of their schools. Especially in view of the utmost importance of the proper selection of teachers and text books, they should be made to pay great attention thereto." The attitude of the Government towards private schools may be seen from these extracts. As shown in the extract from the Proclamation, the control of private schools should have as its aim the proper guidance of them and the giving of assistance to them, so that they may not carry out an education at variance with the educational policy of the Empire. Accordingly in

controlling private schools the Government expects Provincial authorities charged with the duty to lay great importance on the proper guidance of them, giving them advice and assistance and avoiding anything savouring oppression or interference. It goes without saying, however, that should any private school not respect the educational policy of the Empire and show hesitation in amending what has been pointed out as erroneous the Government will take, under the dictates of the Laws and Ordinances, resolute steps against such a school.

The Regulations concerning Private Schools at present in force were enacted in October, 1911, by Chosen Government-General Ordinance No. 14 and consist of only eighteen articles. It it provided in Article I that "all private schools giving education to Koreans shall come under the control of the present ordinance except those having special regulations controlling them." It is also provided that the establishment of a private school should be undertaken after permission of the Governor-General has been obtained. Further the Regulations provide for matters concerning the application for permission for the establishment of a private school, its abolition or modification, its rules and regulations, restrictions concerning text books to be used, restrictions concerning the personnel of its founder, principal and teachers, order for its closure and reports to be submitted to the authorities with regard to its conditions. As a matter of fact in former times private schools were established in great numbers in a most irregular manner, causing thereby much evil. Some were established with selfish motives, and others without secure means for maintenance. It was not uncommon that such schools ceased to exist after only a few months from their establishment. It was also not rare that founders and teachers were men lacking qualifications demanded by the Laws and Ordinances. In order to prevent such irregularities and evils from occurring, it has been arranged that when the application for permission to establish a private school is sent in, the Governor of the province, in which the school is to be

established, shall investigate whether it is needed or not and whether it has secure means for maintenance or not, as well as matters concerning teachers to be employed, and submit his opinion concerning these to the Governor-General.

II. Religious Schools.

The great service rendered by foreign missionaries to the cause of education in Chosen by their early establishment of schools and their pioneer school work is fully recognized by the Government. It is the earnest hope of the authorities that the private Schools in which they are interested may attain healthy development and show salutary results. Accordingly the authorities have always sought to come to a full understanding with them by the friendly exchange of view and by giving them due facilities in carrying out their work. It is hoped by the authorities that the education conducted by the missionaries will conform to the policy taken by them and not deviate from the principle of the educational policy of the Empire. On the part of the missionaries, they showed themselves appreciative of the intention of the authorities and a committee appointed by them called at the Government-General offices with a statement that with regard to the education of Koreans the missionary bodies in Chosen were attentive to conform their course to the standard set by the Government, to follow the laws and regulations of the Government thereanent and to pursue the same course as the Government. The same committee also proposed that representative of the missionary bodies should be appointed so as to confer with the Government and receive advice concerning the subject and asked that laws and regulations to be promulgated concerning education be sent to them. In response to this overture, the authorities advised in July, 1911, all the Provincial Governors of this fact and instructed them to come to a thorough understanding with foreign missionaries living in their provinces and give them proper guidance concerning the

subject. In November of the same year, on the occasion of the enforcement of the Chosen Educational Ordinance, the authorities invited representatives of the missionary bodies, so as to explain to them the spirit of the ordinance and show them the principal rules to be followed. A memorandum was shown them on the occasion with regard to the subject. It ran :—

MEMORANDUM

shown by

MR. T. SEKIYA, DIRECTOR OF THE BUREAU OF THE EDUCATION, ON BEHALF OF MR. K. USAMI, DIRECTOR OF THE DEPARTMENT OF INTERNAL AFFAIRS, ON NOVEMBER 1, 1911.

1.—The Chosen Educational Ordinance enacted on the 23rd of August this year by Imperial Ordinance No. 229 and published on the following day, in the *Official Gazette* of the Government-General of Chosen, shall be applicable to all kinds of education of Koreans in Chosen and all schools shall be conducted alike, irrespective of their being government, public or private, by the said Ordinance. In conformity with the Ordinance, Regulations for Common Schools, Higher Common Schools, Girls' Higher Common Schools, Industrial Schools, and Private Schools were promulgated by Ordinances of the Government-General of Chosen in the *Official Gazette* of the Government on the 20th of October and they come into force on the first of November.

2.—The essential principle of education of Koreans in Chosen shall be the making of loyal and good subjects by giving instruction on the basis of the Imperial Rescript concerning education, given in the 23rd year of Meiji (1890). Also, the education of Koreans in Chosen shall be adapted to the needs of the times and the condition of the people. These two items are most important in connection with education in Chosen.

Consequently, all persons, irrespective of their being official or private, who concern themselves with the Korean education shall not neglect them even for a moment.

3.—Schools in Chosen are divided into two kinds in reference to the curriculum of schools: those having that determined by laws and ordinances and others which are not so determined. In other words, Common Schools, Higher Common Schools, Girls' Higher Common Schools, and Industrial Schools have their own curriculum determined by the Regulations respectively, but all private schools which do not come under any of the Regulations for the above-stated schools have not a special curriculum determined by Regulations.

4.—A Common School is an institution in which boys and girls are given elementary common education; a Higher Common School is an institution in which boys of advanced age are given higher common education; a Girls' Higher Common School is an institution in which girls of advanced age are given higher common education; an Industrial School is an institution in which industrial education is given in the main; and these schools shall be established and carried on in accordance with their respective Regulations. The Ordinance may give permission to any private individual for the establishment and the carrying on of schools of the above-mentioned classes, provided that he does it in compliance with the respective Regulations. However, regarding their curriculum, it goes without saying that they must be in accordance with those which are determined by the Regulations respectively.

5.—Private schools in a broad sense, include Common Schools, Higher Common Schools, Girls' Higher Common Schools, and Industrial Schools, but besides these schools, a private person can establish and carry on any other private school, according to any special necessity. The stipulation is exactly the same as that existing hitherto, and is recognized by the Ordinance even in the new educational system. In other words, a private person can establish and carry on any private

school other than Common Schools, Higher Common Schools, Girls' Higher Common Schools, and Industrial Schools, complying with the Regulations for Private Schools. Many of the Private Schools existing at present should come under the Regulations and be controlled by them.

6.—A school, the curriculum of which is determined by the Regulations, such as a Common School, a Higher Common School, a Girls' Higher Common School, and an Industrial School, although it is private, shall not be permitted to give education concerning religion or to hold ceremonies relating to the same. This is stipulated in conformity with the educational policy in Japan proper which sets forth education in general to be exempt from religious teaching. This rule, however, shall not be applied to a private school, the curriculum of which is not specially determined by the Regulations, such as a religious school for instance or any private school other than Common School, Higher Common School, Girls' Higher Common School and Industrial School.

7.—Generally speaking, the attainment of good results of education owes, very much to the selection of teachers and text books. Therefore, the parties concerned shall pay attention to these points as much as possible; and they shall employ teachers who have good scholarship and conduct. Also, regarding text books, when they use others than those compiled and edited by the Government-General, they shall be carefull not to use such books as are prohibited or disapproved by the Government-General.

8.—All schools which have been recognized hitherto and are existing at present, shall be deemed as schools established in accordance with the new Regulations, and consequently they will not need to apply for recognition of establishment in compliance with the new Ordinance.

9.—As above stated, regarding the treatment of private schools, there is no remarkable change. The Government-General recognizes that private schools are displaying no little good work for the enlightenment of Chosen for the present-

They will be welcomed by the Government-General, if they are carried on quite in conformity with the provisions of the Educational Ordinance and the principle of education of the Japanese Empire. Should they act contrary to the said provisions and principle the Government-General can not permit their existence, in order to maintain the public peace of our country. To my great regret, I have heard several times that some of the private schools are using inadequate text books or teaching unfit subjects of study. In future you are asked to pay more attention than ever concerning these points, in those schools with which you have relationship either direct or indirect, and you are asked also to superintend fully the schools under your control, so that they may not deviate from the object for which they were established.

10.—With regard to the enforcement of the Educational Ordinance, the Governor-General has given notice and instruction on the first of November and shown therein the outline of the new system of education and the principal items to which attention must be called concerning the enforcement. I hope you will understand the said Notice and Instruction, and give due attention all the time to the laws and ordinances concerning education which will be promulgated in the future, and carry on your schools on the basis of the laws and ordinances.

11.—The form which will be used for application for recognition of establishment of a private school in compliance with new Regulations for private schools will be published later with detailed statements in connection with the same.

As the result of the thorough understanding brought about between the authorities and foreign missionaries, the latter introduced changes in the curriculums of the schools under their management in conformity with the Regulations set for Higher Common Schools, Girls' Higher Common Schools or Common Schools and added the national language to the subjects of study in them. In some of these schools, where the finances allowed it, Japanese teachers were engaged.

The following speech concerning education in Chosen delivered by invitation by Mr. Sekiya, Director of the Educational Bureau, to a general meeting of missionaries of the Methodist Episcopal Church North in November, shows in part the idea entertained by the authorities as to what course missionaries should follow with regard to the education of Koreans :—

" Gentlemen :—I hold it a great honour to meet you here to-day and given an opportunity to submit to you my views concerning education of which I am in charge. I believe that you have many things to suggest to and teach me concerning the education of Koreans, for you have worked for them for many years and have ripe experience in that work. For this reason, if for no other, I hope that you will give me many opportunites to meet and hear from you.

" There may be diverse views concerning the education of Koreans, but there can be no gainsaying that it should have as its aim the promotion of the welfare of Koreans as well as the making of them into loyal and good citizens of the Empire of Japan, so that they may ultimately contribute to the progress of civilization. In the proclamation issued on the occasion of annexation, His Excellency Count Terauchi, the Governor-General, stated that the object of education was the development of intellect and the cultivation of virtue for making men good in character and efficient in ability. This object of education holds true with all schools, no matter whether they be Government or private institutions. I trust that Christian schools under your management have also this object in view.

The object of education is thus one and the same, but it is important to consider by what means it can be accomplished. The question to be carefully considered is : What kind of education will promote the welfare of Koreans and enable them to contribute to the progress of civilization ? Gentlemen, you will agree with me, I trust, when I say that education to be given to Koreans must be such as will fit them for future life and is indispensable to them. Now such education must necessarily

be one that agrees with the trend of the times and popular conditions. If education other than this is given, not only will no good result be reaped but evil will come of it. For this reason, those engaged in education must always be in touch with the trend of the times and popular conditions and give such education as will be in accordance with them. To teach young people too high subjects having little relation to popular conditions or not keeping pace with the progress of times cannot be said to be good education. Such is the idea held by the Government-General of Chosen with regard to education and I hope you will carry on your educational work with the same idea.

"Gentlemen, in my opinion, one of the most urgent things to be done in Chosen at the present time is the spread of Common education. The Government-General, handicapped as it is financially, is endeavouring to spread it by defraying comparatively large sums for that purpose from the State Treasury and local revenue. Especially noteworthy is the fact that the Government-General decided to allot two-tenths of the interest on the monetary grant, seventeen million *yen* in amount, given to Chosen by His Majesty the Emperor on the occasion of annexation last year. By the proceeds thus obtained, the Government increased Public Common Schools this year by more than one hundred and thirty. It is intended that in the future more new schools shall be established as far as the finances of the Government as well as local popular conditions permit.

"Next to common education industrial education is of great necessity here in Chosen. All visitors to Chosen, who see surrounding mountains without trees, extensive fields not yet brought into cultivation, people living in wretched houses and many idling away their days, will be impressed with the necessity of industrial education. The Government-General is well aware of it and is putting forth efforts to encourage it among Koreans, as it will give employment to them and promote productive industry, besides doing away with the habit of idleness and replacing it with that of diligence. This encouragement of

the habit of diligence is laid much stress on in all the other branches of education and is greatly encouraged in all schools. It seems, however, that the object may best be attained in connection with the carrying on of industrial education. Now, the chief subject of industrial education in Chosen is agriculture, commerce and technical industry coming next in importance. As for women, sewing, handicraft and similar work should be taught them. In short, in giving education local conditions must be taken into consideration so as to meet local needs.

"To sum up, it is most important at the present time to give Koreans such education as will fit them for the trend of the times and actual popular conditions. To instruct them in knowledge which has little practical value will make them anything but hard workers and respectable citizens and may even cause them to lose the means of livelihood. Such education will drive them into unhappy conditions and must be carefully avoided.

"As subjects of the Empire of Japan, the Korean people need the knowledge of Japanese. Accordingly the Government-General pays special attention to see that the knowledge of the Japanese language spreads among them as soon as possible. Gentlemen, I trust that you all understand this and hold the same opinion that Koreans must know the language in order to make a living as subjects of the Japanese Empire. Also it is not necessary to say that those engaged in the education of Koreans must undertake it with the idea that they are Japanese subjects. Dr. Roland, who recently visited Chosen, told me that he was gratified to see that foreign missionaries were endeavouring to instil in the minds of Korean young people the teaching embodied in Romans, XIII. I was very much impressed with and appreciate your thoughtfulness in this respect. As I have already stated, the object of the education of Koreans is the promotion of their welfare. We must remedy what is bad in their habits and ideas, correct their shortcomings and give them ideas and knowledge necessary to subjects of the

Empire of Japan. It is, however, also the duty of all engaged in education to respect and preserve what is good in their manners and customs.

"What I have so far stated shows in part the educational policy of the Government-General of Chosen. In the near future the educational system in this peninsula will be officially fixed, but I may say that the essential points embodied in it will be the same as I have so far explained. I hope that all foreign missionaries, toward whom I entertain high esteem for their educational and evangelistic work in Chosen, will thoroughly understand the educational policy of the authorities and conform the schools under their management to its spirit. I repeat the declaration that the educational policy of the Government-General of Chosen aims at making Koreans good and honest individuals, loyal and law-abiding citizens and patriotic subjects of the Empire of Japan.

"In conclusion, let me express deep thanks and high esteem to all missionaries for the services rendered by them for many years in the cause of the education and evangelization of Koreans. I believe that you will be pleased to hear that His Excellency Count Terauchi, the Governor-General, is most deeply interested in the question of education. This is a fact which is gratifying to all engaged in education, no matter whether they work in Government or private schools.

"I pray that this meeting will fully attain the object for which it has been held and wish all happiness to the gentlemen present."

III. Conditions of Private Schools.

The conditions of private schools have roughly been described above. The following table shows the number of them classified according to different provinces, the figures quoted being those for the end of 1912:—

Province	No. of Schools Existing			No. of Schools Abolished During 1912		
	Secular	Religi-ous	Total	Secular	Religi-ous	Total
Kyongki	153	72	225	31	8	39
North Choongchong ...	20	4	24	3	4	7
South Choongchong ...	32	16	48	32	1	33
North Chonla	12	22	34	13	1	14
South Chonla.....	15	6	21	8	3	11
North Kyongsang	21	43	64	32	17	49
South Kyongsang	57	12	69	8	6	14
Whanghai	51	68	119	19	—	52
South Pyong-an	130	181	311	11	58	69
North Pyong-an	188	100	288	18	14	32
Kangwon	19	7	26	11	1	12
South Hamkyong.....	147	22	169	5	3	8
North Hamkyong	40	2	42	9	2	11
Total	885	555	1,440	200	151	351
1911.....	1,044	677	1,721	299	162	461
1910.....	1,302	778	2,080	132	99	231

The following table shows the number of teachers as well as of the students and pupils, the distribution of text books, and the amount of annual expenditure, the figures quoted being those given in reports sent to the authorities at the end of May, 1912, by the schools concerned in accordance with the provision of Art. XVI of Regulations for Private Schools : —

Province	Nature of School	No. of Teachers			No. of Students and Pupils	Text Books			Annual Expenditure
		Japanese	Korean	Total		Censored by Government	Compiled by Government	Sanctioned by Government	
									Yen
Kyongki	Secular	14	542	557	10,569	1,058	113	176	117,912
	Religious	8	306	314	3,853	442	144	198	48,490
North Choongchong	Secular	5	37	42	859	182	7	—	7,523
	Religious	—	12	12	192	31	13	26	1,811
South Choongchong	Secular	16	63	79	1,798	239	2	—	11,162
	Religious	—	32	32	471	68	8	53	3,997
North Chonla	Secular	5	20	25	411	83	2	3	3,622
	Religious	3	37	40	477	99	4	48	15,503
South Chonla	Secular	4	54	58	707	96	3	4	8,162
	Religious	—	26	26	154	23	6	14	3,918
North Kyongsang	Secular	9	45	54	825	169	15	24	16,220
	Religious	—	58	58	869	269	56	153	7,452
South Kyongsang	Secular	18	126	144	2,880	418	54	76	30,171
	Religious	5	30	35	565	93	28	24	8,971
Whanghai	Secular	7	82	89	1,585	267	24	17	15,184
	Religious	2	111	113	1,792	397	91	256	12,138
South Pyong-an	Secular	6	214	220	4,839	819	62	105	32,392
	Religious	7	240	247	6,058	1,086	272	695	38,331
North Pyong-an	Secular	23	400	423	6,444	1,345	78	168	54,204
	Religious	1	202	203	2,698	442	147	380	26,445
Kangwon	Secular	1	42	43	666	122	8	—	7,241
	Religious	—	12	12	213	49	2	6	2,032
South Hamkyong	Secular	9	256	265	6,458	1,142	50	68	27,612
	Religious	1	44	45	675	122	17	86	5,651
North Hamkyong	Secular	3	73	76	1,321	302	8	2	11,300
	Religious	—	—	—	—	—	—	—	—
Total	Secular	120	1,955	2,075	39,362	6,242	426	643	342,705
	Religious	27	1,110	1,137	18,017	3,121	788	1,939	174,739
	Total	147	3,065	3,212	57,379	9,363	1,214	2,582	517,444
1911		129	2,109	2,338	50,559	5,366	1,316	3,088	545,167
		15	1,253	1,268	20,963	1,777	858	4,004	181,105
		144	3,362	3,606	71,522	7,143	2,174	7,092	726,272

CHAPTER VIII.

SOHTANG.

Sohtang (old-fashioned village schools) are elementary educational organs found in almost every village and town throughout Chosen. Though not as numerous as in former days, there still exists quite a large number of them. Only the reading of Chinese books is taught in these old-fashioned schools and in rare cases caligraphy is also taught, but knowledge useful to daily life is scarcely given. These schools date from very remote days and their organizations vary greatly. Generally speaking, however, they may be classed into four, namely: (1) those established by *yangpan* and wealthy people for the purpose of educating their children and those of their relatives by engaging teachers, (2) those established by people in general for the purpose of the education of their children by providing school buildings and engaging teachers, all contributing their share to the expenditure, (3) those established by teachers themselves in their own houses in order to obtain means of livelihood or for enjoyment, and (4) those having no fixed buildings, but taught at convenient places by circuit teachers. Of these those established by teachers themselves for obtaining a livelihood are most numerous and most of the Sohtang now existing in Chosen belong to this class.

Instruction in Sohtang is generally given in narrow rooms and only the reading of easy Chinese books is taught. They are far from being schools in which useful knowledge is imparted. On account, however, of the insufficiency of modern organs for common education, their entire abolition is not considered advisable, as it will mean the loss by many thousands of Korean children of the only means of receiving something of education. Not only that, these primitive schools are better

than some incomplete and unhealthy former private schools, in that the former do less harm than the latter. For this reason, with regard to them the former Korean Government did nothing further than to issue instruction for remedying certain evils found in them and since annexation the authorities have still pursued this policy, wishing to guide and improve them gradually. With this idea, the authorities issued instruction to provincial authorities not to take any radical measures in dealing with Sohtang. In the Instruction issued in connection with the enforcement of the Chosen Educational Ordinance this idea is clearly shown as follows : —

" With regard to Sohtang any radical measures should not be taken concerning the present condition of the education carried on therein. These institutions have existed for a long time and inasmuch as the institutions for common education are not as yet thoroughly provided an attempt aimed at their reform or abolition is not a measure agreeable to the present popular condition. Their real condition should be studied and they should be slowly guided and developed."

It may be mentioned that due to the progress of the times and the increased establishment of Public Common Schools there is rather a tendency for Sohtang to decrease in number. Those existing in localities, in which Public Common Schools exist, have in some instances introduced more or less reform and added the national language and arithmetic to the subjects taught. There are also some which are in close relation with Public Common Schools. The following table shows the number of Sohtang, that of children taught in them and their expenditure at the end of 1911 : —

TABLE SHOWING CONDITIONS OF SOHTANG.

Province	No. of Prefectures and Districts	No. of Schools	No. of Teachers	No. of Pupils			Annual Expenditure
				Boys	Girls	Total	
							Yen
Kyongki	38	1,760	1,721	13,688	3	13,691	62,079.690
North Choongchong	18	555	555	3,360	—	3,360	9,157.050
South Choongchong	37	908	927	5,496	13	5,509	36,223.550
North Chonla	28	1,206	1,224	8,360	—	8,360	29,001.500
South Chonla	29	1,795	1,839	19,424	—	19,424	59,695.280
North Kyongsang	41	1,254	1,266	8,388	4	8,392	26,709.520
South Kyongsang	29	1,317	1,310	11,080	22	11,102	35,985.588
Whanghai	19	1,606	1,606	12,290	393	12,683	35,645.700
South Pyong-an	19	1,069	1,069	10,862	—	10,862	32,364.750
North Pyong-an	21	1,728	1,792	19,820	61	19,881	62,512.000
Kangwon	25	1,405	1,417	9,199	18	9,217	33,378.730
South Hamkyong	14	1,652	1,683	15,060	23	15,083	30,313.000
North Hamkyong	11	345	362	4,007	33	4,040	13,148.000
Total	329	16,540	16,771	141,034	570	141,604	466,214.358

CHAPTER IX.

I. COMPILATION AND PUBLICATION OF TEXT BOOKS.

I. Text Books for Common Schools.

Following on the annexation of Korea by Japan in August, 1910, text books compiled by the Educational Department of the former Korean Government hitherto in use were found to contain material and words not agreeing with the new order of things thereby introduced So, while these objectionable words and material were either removed or corrected to suit the convenience of the time, the revision and publication of those text books were hastened and these revised books were put into use from the year 1911. But after the promulgation of the Chosen Educational Ordinance in August, 1912, and that of the Regulations for Public Common Schools in October of the same year, the necessity of Compiling new text books conforming to the Ordinance and Regulations was urgently felt. Great efforts were put forth by the authorities concerned to compile and publish these new text books and up to date the following text books have been published :—

Shushin Sho (Book of Morals), (for use of pupils).
Vol. I of four volumes constituting the whole.

Futsū Gakkō Kokugo Tokuhon (Japanese Readers for Common Schools).
Vols. I, II, III and IV of eight volumes constituting the whole.

Futsū Gakkō Shuji Jo (Copy Book for Common Schools).
Books I and II of four books constituting the whole.

Futsū Gakkō Rika Sho (Book of Natural Science for Common Schools), for use of pupils.
Two volumes.

Futsū Gakkō Sanjutsu Sho (Book of Arithmetic for Common Schools), for use of teachers.

Vol. I of four volumes constituting the whole.

As for other text books, these will be gradually published and made to take the place of old text books.

II. Text Books for Higher Schools.

The compilation by the authorities of text books for higher schools was undertaken under the former Korean Government, but only a very few were completed and published and many were still left uncompleted. There being none good enough to be used as text books for higher schools among books published privately, the compilation of these was also found to be of urgent necessity. So, after the promulgation of the Regulations for Higher Common Schools the authorities took up the task of compiling text books for Higher Common Schools and other schools of similar grade, which would conform to the Regulations referred to. Since March, 1912, four kinds of text books have been published and besides Higher Common Schools other schools of similar grade were encouraged to use them. As for other text books, these will be gradually published. The text books published are as follows :—

Kōtō Kokugo Tokuhon (Higher Japanese Readers).

Vols. I, II, III, IV and V of eight volumes constituting the whole (Vols. VI, VII and VIII to be shortly published).

Kyoiku Gaku Kyoka Sho (Text Book of Pedagogy).

One volume.

Kōtō Chosen Go oyobi Kanbun Tokuhon (Higher Korean and Chinese Readers).

Vols. I, II and III of four volumes constituting the whole (Vol. IV to be shortly published).

Kōtō Shuji Jo (Higher Copy Book).

Two books.

III. Text Books for Industrial Schools.

Text books for Industrial Schools, especially those relating to agriculture, other branches of industry and natural science are in course of compilation in conformity with plans of teaching in these schools, which were adopted in February, 1913. It is planned to publish the more important of the text books in the course of the present and next year.

IV. Books of Reference.

(The books here mentioned were published by the Government-General, though not compiled by it.)

Kyoiku Chokugo Engi (Commentary on Imperial Rescript on Education), by Y. Shigeno, *Bungaku Hakushi* (Dr. of Literature). One volume.

This book was published in February, 1912, and distributed among Government and private schools. This was done in order to show to those engaged in education the standard of explanation of the Imperial Rescript on Education, on which education in Chosen is to be based.

Kokugo Kyoju Ho (Method of Teaching the National Language) by Gisaburo Kakoku, teacher of Common School attached to the Extraordinary Institute for Training Teachers. One volume.

This book was published in February, 1912, and distributed among Public Common Schools, with the purpose of supplying teachers of the national language with a good text book for use in Japanese language classes very frequently held in these schools of late.

II. DISTRIBUTION AND SALE OF TEXT BOOKS.

When under the former Korean Government Common Schools were first established in 1906, the Korean people at large

showed little liking for education and it was necessary to give great encouragement for spreading modern education among them. Accordingly all text books used by pupils of Public Common Schools were distributed free to them. The necessity for resorting to such measure, however, disappeared later as the Korean general public began to recognize the value of modern education. So, after May, 1909, the free distribution of text books was discontinued and the necessary number of copies of them being handed over to Public Common Schools these were lent to pupils. At the present time in consideration of Popular Conditions and for the purpose of encouraging education this system is being followed. It is, however, hoped by the authorities to make pupils purchase their text books by degrees.

Even under the former Korean Government there was a tendency among private schools to adopt more and more text books compiled and published by the authorities. After annexation, the authorities caused the prices of those text books to be greatly reduced, so that now, on an average, the price of text books for Common Schools is six *sen* and that of those for higher schools thirteen *sen*. Measures were also taken to increase sellers of text books and by amending the Regulations concerning the Sale of Text Books in February, 1913, they were enabled to buy as many copies as they liked, whereas in former days the number of copies they were allowed to buy was limited. Thanks to these measures taken for the spread of text books compiled and published by the authorities their sale has greatly increased of late.

The following table shows the number of copies of text books printed, given or lent free and sold :—

	1911	1912—1913
No. of Copies Printed	914,671	1,127,000
No. of Copies Given or Lent ...	235,804	288,743
No. of Copies Sold.....	356,681	400,919

III. TEXT BOOKS NOT COMPILED AND PUBLISHED BY CHOSEN GOVERNMENT-GENERAL.

Text books compiled and published privately were allowed under the former Korean Government to be used in schools for which they were intended after being censored by the authorities in accordance with Regulations concerning the Censorship of Text Books. After annexation, however, these text books were found to contain material and words not agreeing with the new order of things thereby introduced. So by virtue of Revised Regulations concerning the Censorship of Text Books published in June, 1912, the period of validity of these text books was limited. Thus, with the purpose of adjusting those text books officially approved in former days, it was enacted that these should lose their validity after March, 1914. But all other text books published privately, which have since passed official censorship, are given the same treatment as text books compiled and published by the Government. In other words, such text books are allowed to be used in various schools without first obtaining the recognition of the Government-General. As for books published privately, which have not as yet received official censorship, they are allowed to be used as text books only after recognition by the Governor-General has been obtained. As a rule, all Common Schools, no matter whether they are Government or private institutions, are required in principle in accordance with the provision of Article XXII of the Regulations for Common Schools to use text books compiled and published by the Government-General. As for text books used in other Government, Public and private schools, in case they are those compiled and published by the Government-General, nothing further than reporting it to the authorities is required, but in case any of these schools intends to use other text books, including those compiled or censored by the authorities in the mother country, recognition by the Govern-

ment-General must first be obtained. In former days, in not a few private schools text books objectionable in their nature and even resembling political treatises were used and there was fear that evil results would arise from their use. Accordingly the authorities concerned took pains to explain to the faculties of these private schools the inadvisability of using them and also exercised strict superintendence over them. At the same time the authorities distributed among all schools text books compiled and published by the Government-General and encouraged their use. The result is that schools using these text books have greatly increased and no school now exists throughout Chosen in which objectionable text books are used. In schools of higher grade, due to the want of good text books, in many cases text books published in Japan are in use. All these text books, however, have been allowed to be used only after a strict examination of their contents was made and it was recognized by the authorities that they contained nothing objectionable.

CHAPTER X.

STUDENTS STUDYING IN JAPAN.

Students were sent to Japan by the former Korean Government in order to enable them to prosecute their studies at Government expense. After annexation greater attention than hitherto has been paid to the selection and superintendence of such students. In June, 1911, Regulations concerning these students were revised and it was provided by the revised Regulations that students sent to Japan for prosecuting their studies at Government expense must be graduates of Government or Public Schools specially appointed by the Governor-General and must be those recommended by principals of those schools as being good in behaviour, excellent in their scholarly attainments and physically strong. The appointment of such students is made by the Governor-General. As for students wishing to go to Japan and study there at their own expense they are required to report it to the Governor-General through the Governor of their province. All the Korean students in Japan are placed under the supervision of some officials, Korean and Japanese living in Tokyo specially appointed for that purpose. In order that their supervision might be effective as well as that students might be spared unnecessary expense, a hostel was established in Tokyo in 1912, where at present more than eighty students are living. In 1912, the state Treasury defrayed 26,700 *yen* in giving financial help to students officially appointed, in salaries to the officials above referred to and in running the hostel.

The table given below shows the number of students studying at Government expense classified according to the subjects they have taken up for study. It may be added that whereas in former times many students preferred politics, law and economy as subjects of study, they now mostly take up industrial subjects.

TABLE SHOWING NUMBER OF STUDENTS STUDYING AT GOVERNMENT EXPENSE

(Classified According to Subjects of Study)

	Law and Economy	Technical Industry	Commerce	Agriculture	Education	Medicine	Total
No. of Students	1	10	6	18	5	10	50

The total number of Korean students studying in Japan at their own expense probably reaches more than 500. By far the great majority of them live in Tokyo, the rest being scattered over different places. The following table shows their number classified according to the subjects of study they have taken up:—

TABLE SHOWING NUMBER OF STUDENTS PAYING THEIR OWN EXPENSES

(Classified According to Subjects of Study)

	Law and Economy	Technical Industry	Commerce	Agriculture	Education	Medicine	Miscellaneous	Total
No. of Students	88	18	20	10	6	17	326	485

CHAPTER XI.

EDUCATIONAL EXPENDITURE.

Due to the remarkable strides made in the educational provisions since annexation, educational expenditure has greatly increased. To be particular, the alterations in the organizations of various Government schools and their expansion have necessitated greater outlays, as also subsidies by the State Treasury have augmented in connection with the establishment of many new Common Schools and Industrial Schools. To the fund of Common Schools was also added part of the interest on the Imperial Monetary Grant, as well as increased subsidies from local revenue and increased revenue from properties belonging to old district schools. In fact the expansion of the educational expenditure in Chosen within the past two years is remarkable. The following two tables show amounts defrayed from the State Treasury, the interest on the Imperial Monetary Grant and local revenue toward the expenditure for education, these three being the chief sources for the money thus required.

I. TABLE SHOWING AMOUNTS DEFRAYED FROM STATE TREASURY IN 1911 AND 1912 AS COMPARED WITH 1910 (The Year Preceding Annexation).

Item	1910	1911	1912
	Yen	Yen	Yen
Ordinary	283,880	328,211	334,441
Text Books	37,259	82,500	91,824
Students Sent to Japan	22,325	24,453	26,776
Various Schools	224,296	221,258	215,841
Salaries	111,900	95,380	102,980
Salaries to Foreign Teachers	13,600	15,760	—
Office expenses	9,625	7,502	19,502
Travelling Expenses	1,650	4,527	6,372
Repairs	3,520	6,450	4,440
Miscellaneous Ways	15,849	34,059	82,547
Books, Apparatus and Specimens	6,980	6,510	—
Students	41,177	51,070	—
Official Residences	19,995	—	—
Extraordinary	271,400	400,966	506,907
Miscellaneous Expenses	2,152	13,103	7,826
For Training Teachers	—	3,356	3,356
Lecture classes for Teachers	2,152	6,747	4,470
Lands purchased for Practical work	—	3,000	—
Subsidies to various Educational word	229,248	355,863	486,481
Subsidies to Common Schools	183,700	261,863	382,038
Subsidies to Industrial Schools	40,148	50,000	74,523
Subsidies to Various Schools	5,400	5,400	15,760
Subsidies to Conferences of Head Teachers	—	6,000	10,260
Subsidies to Summer classes for Teachers	—	—	3,900
Erection of New Buildings	40,000	32,000	12,660
Total	555,280	719,177	841,348

II TABLE SHOWING APPROPRIATIONS TO EDUCATIONAL EXPENDITURE FROM INCOME ON IMPERIAL MONETARY GRANT AND LOCAL REVENUE IN 1912

Province	Revenue from Imperial Monetary Grant		Local Revenue				
	Total	Appropriated to Educational Expenditure	Total	Educational Expenses	Subsidies to Educational Work	Expenses for Encouragement of Education	Total
	Yen	Yen	Yen	Yen	Yen	Yen	Yen
Kyongki	179,208	45,162	313,491	12,942	92,873	1,142	106,957
North Choongchong	52,227	11,910	108,918	5,948	18,244	1,738	25,930
South Choongchong	112,659	22,335	166,751	5,815	36,030	1,500	43,345
North Chonla	76,720	19,686	199,717	16,234	39,009	800	56,043
South Chonla	107,175	25,410	182,987	15,808	29,272	—	45,080
North Kyongsang	132,943	30,195	244,383	9,789	47,217	300	57,306
South Kyongsang	127,292	22,909	205,556	15,978	36,641	—	52,619
Whanghai	82,734	16,410	154,052	9,858	20,644	205	30,707
South Pyong-an	73,380	16,805	161,829	12,763	35,438	—	48,201
North Pyong-an	76,470	17,235	110,629	6,830	28,970	—	35,800
Kangwon	83,719	27,095	85,421	3,892	27,033	130	31,055
South Hamkyong	71,988	13,708	95,956	9,703	17,837	—	27,540
North Hamkyong	44,795	8,340	53,212	1,370	19,305	216	20,891
Total	1,221,400	277,195	2,082,902	126,930	448,513	6,031	581,474

On the occasion of the annexation of Korea by Japan, the Emperor Meiji granted to Chosen an extraordinary monetary gift amounting to more than seventeen million *yen* for providing funds for giving work to Koreans, promoting education and for giving relief in time of some disaster. His Majesty was pleased to order that two-tenths of the total interest on this sum should be appropriated towards educational expenses. Accordingly the authorities announced by an instruction issued in October, 1910, that it should be used for defraying expenses of Common Schools. That more than two hundred and forty new Common Schools were established, so that nearly all the districts in Chosen came to possess at least one Public Common School, is owing to the Imperial favour.

In 1909 the former Korean Government promulgated and enforced a Law of Local Revenue. By virtue of it, every province instituted and levied local revenue and appropriated it to the expenses needed for carrying out local public works such as civil engineering, hygienen and education. This measure greatly affected local educational work. In former days many private schools were maintained by incomes from properties belonging to them, monetary contributions from patrons and a certain due levied from local people. The enforcement of the Law of Local Revenue deprived these private schools of these sources of revenue, for these were included in local revenue and not a few private schools were obliged to close their doors. But as some private schools, which showed good results, were given subsidies by the provincial authorities so that they might continue to exist, the net result was that an adjustment of private schools was brought about. In Chosen the sources of local revenue are not as yet plentiful and naturally the amount of local revenue collected is not large. Under the circumstance, public schools, which ought to be supported by local revenue, are in the condition of obtaining most of their financial support from the Imperial monetary grant as well as subsidies from the State Treasury. These subsidies from the

State Treasury are given in proportion to the amount of local revenue collected and their distribution among public schools is entrusted to the local authorities. But following the development of local productive industry, the amount of local revenue collected is steadily increasing. In 1911 the total amount of local revenue throughout Chosen, including various local taxes, miscellaneous incomes and incomes from public properties, was 625,878 *yen*, but in 1912 the estimated total amount was 776,627 *yen*.